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ABSTRACT

This document compiles a year of institutional research produced at Tallahassee Community College. The 72 reports compiled here include several intra-institutional memoranda, annual reports to state and federal authorities, and reports to campus-wide committees, faculty senate committees, and individuals. Reports are presented in chronological order according to their date of completion, and provide an overview of the range of activity expected of an office of institutional research. (NHM)

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A YEAR OF INSTITUTIONAL RESEARCH (1975)

Archie B. Johnston

Director of Institutional Research
Tallahassee Community College
Tallahassee, Florida

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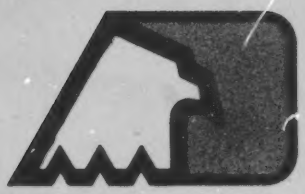

tallahassee community college

The Ubiquitous I/R Man

"How big is a unicorn and will it fit in an umiak?" "Why can't Johnny paddle his own canoe upstream?" "Why aren't I/R people paid more?" Those are the only three questions I wasn't asked last year. The job of I/R would be an excellent training ground for participants in "Twenty Questions" or similar programs.

As you may gather later on, I honestly and truly enjoy the job of I/R. It is an ideal place for a nosy person with an unquenchable curiosity who doesn't get uptight about admitting he doesn't have all, or even a decent majority, of the answers. It is a job for people who love people and above all aren't afraid to venture an opinion. Sometimes it is advisable to strongly play the role of a devil's advocate while at other times one must be patient with an almost Rogerian philosophy of counseling. I don't mind the former but take a very dim view of the latter.

While we were preparing for our initial Southern Association visit, I was advised by a member of the committee to construct a notebook of memoranda, letters and reports to assist the visiting committee in their assessment of I/R functions. As a result, we now have a notebook for each of the years of existence. One such notebook has been reproduced, in part, and attached hereto in an effort to answer the question, "What does an Institutional Researcher do?" Repetitive reports have been eliminated as have routine reports to OCR, HEW, et.al.

In addition to the 110 memoranda written last year, this office also produced 53 annual reports to state and federal authorities and sat on many campus-wide committees, I/R is a resource person constantly on call for assistance to faculty senate committees and individuals.

Outside or off-campus activities are vitally important to the I/R as he must keep his finger on the pulse of the committee and maintain a position of high visibility for the college. For the past four years I have served as a member of the local medical center Board of Directors, member of the Emergency Medical Service, College of Education Board of Trustees, chairman of two data processing groups and one I/R group, as well as Sunday School Superintendent and member of the high school Booster's Club. I do not feel this is unusual for I know that many, if not most, I/Rs

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are involved about the same. Perhaps one of the most interesting developments was working with the State Senate and getting a bill past the House and signed into law by the gcvernor.

Attached are most of the memoranda for the year 1975. Some are mundane and some unique to this institution. At times they may read like soapbox oratory (as when I got upset over EA/EO) and others sound like house organ extolling our virtues. But someone asked for them and here they are--my year in a putty-knife factory.

Underlying the whole kit and kaboodle is the sincere desire to be of service to any and everyone who knocks at my door by the side of the road. If there is anyway in which I may be of service to you, please don't hesitate to write or call.

Good luck in your tour of duty as an I/R and keep the faith.

A YEAR OF INSTITUTIONAL RESEARCH (1975)

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OFFICE OF INSTITUTIONAL RESEARCH

tallahassee community college

MEMORANDUM

January 2, 1975

TO: Mr. L. Mitchell Davidson, Director DP
FROM: Archie B. Johnston, Director I/R
SUBJECT: Recurring Reports

Since much of the college reporting is planned for centralization in this office, it will be necessary to receive copies of certain, but not all, reports going to other agencies. In other cases it will be necessary to develop unique reports to meet specific needs. Hopefully, we will be able to eliminate the need for much duplication as the system develops.

As a minimum, please enter this office on your distribution list for the following reports for receipt at the same time as presented to other agencies, unless specifically noted. (This list is developing and not all inclusive so I'd appreciate your suggestions as to other reports, or different formats which might assist in the desired centralization.)

REPORT	DELIVERY DATE
GPA Summary for All High Schools	With Counseling Office
Florida Twelfth Grade Test & SCAT Scores	With Counseling Office
Course Loads, alphabetical by: Instructor Course	End of Drop & Add
Enrollment Data, Part-time, Full-time, Sex,Race,etc	End of Drop & Add
Facilities Room Utilization Report	End of Drop & Add
Hours Enrolled by HEGIS Discipline Codes Updated by memo from this office to you	End of Drop & Add Following Grades
Statistical Report	As soon after Drop & Add as you receive corrected data cards
End of Term Enrollment Report Data	Following Grades
Extra Sessions and Real Estate Class Rolls	Following Grades
Grade Distributions Summary by course Individual Sections with Grade Point Averages	Following Grades

Equal Opportunity & Civil Rights Data after Fall registrations only...

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OFFICE OF INSTITUTIONAL RESEARCH

tallahassee community college

January 7, 1975

MEMORANDUM

TO: Administrative and Academic Division Directors

FROM: Archie B. Johnston, Director of Institutional Research

SUBJECT: Graduation Ceremonies

To the best of my recollection at our initial graduation ceremony in July of 1967, only three of the five members of the graduating class were present and the other two were at work downtown. The three members met during the lunch hour with Dr. Turner, myself and several others in the Godby High School Cafeteria. Dr. Turner expressed his appreciation for their achievement, hands were shaken and the graduates went on their way. Several years later we held our graduation ceremony at Opperman Hall at Florida State University where the commencement address was made by Dr. John Champion, then President of Florida State University. Graduates were formally seated in the audience and went up on the stage to obtain their diplomas, following which there was a cake and punch ceremony. Thus we had experienced both a very informal and a rather formal type of graduation exercise.

Student opinions indicated a preference for an informal type of ceremony, and the ceremony evolved which is now in use. Most students seem to prefer the relaxed atmosphere and informality of our graduation exercise. Families are introduced to everyone present, and staff and faculty have the opportunity of bidding farewell to the graduating students.

It was decided to provide the next graduating student body with an opportunity to express their opinions in preferences for type of graduation ceremony. Results from the survey are tabulated on the graduation ceremony tally sheet, which is attached to this memorandum.

On November 15, 1974, surveys were mailed to a random sample of 256 TCC sophomores. Each letter contained an explanation of the survey, a survey form, and a prepaid addressed return envelope. Undelivered mail accounted for 46 (18%) while 151 (59%) were unaswered and the remaining 59 (23%) were completed and returned for analysis.

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About one-half of the respondents plan to attend the graduation ceremony, while the other half indicated that they do not plan to attend and four stated that they would rather have a different means of honoring graduates. Fifteen indicated that they do not want any change in the present ceremony (3 students said that they do not know what the present ceremony is).

Of those students who do plan to attend, 37% felt that it was a meaningful ritual, while 27% felt it marked a great accomplishment and another 27% felt their parents or relatives would be pleaded and expect the individual to attend.

Although only four individuals stated they would prefer a different means of honoring graduates, there were six who indicated they would like to have a formal dinner dance, and five who indicated a informal dinner dance, with one saying he would pay $2, four offering $5, and two offering $10 to defray the cost of the dinner dance. The fifteen who wanted no change in present ceremony represented 25.4% of the respondents.

44% felt it was important to read each graduates name, while only 12% felt it was not important. Many respondents felt we should have a graduation speaker or speakers representing the TCC graduating class, a local educator from higher education, or a TCC faculty member. Only two individuals felt we should not have a speaker. The wearing of caps and gowns was felt to be important by 20% of the respondents, but not important by 51%. Several of the written comments indicated the cost of the cap and gowns was a contributing factor to discouraging their use.

In summary it appears that we should continue to have the graduation ceremony, since about half of the respondents plan to be there. The ceremony should continue to be an informal one and each graduates name read. Inspiration to be provided by local speakers who will be requested to "keep it short: keep it light". Cap and gowns will not be required.

ABJ/gc

October 29, 1974

MEMBERS OF THE 1975 SOPHOMORE CLASS

The 1975 graduation ceremony is scheduled for 2:00 p.m. on Friday, May 9, 1975.

It has been the policy of the Tallahassee Community College, based upon student preference, to conduct an informal graduation each spring at the end of the second semester. From time to time we hear a few expressions favoring a formal graduation in the traditional manner. Without an update of student preference it is difficult to evaluate the extent of this sentiment. As a student who has completed one-half or more of his college program, you are in an excellent position to help us determine the kind of graduation ceremony that you and your fellow classmates desire.

The administration would like to have your personal opinion as to the type of graduation ceremony in which you would most like to participate; formal, informal or none at all. In order to obtain a concensus of the thinking of the members of your class, we are asking you to complete the attached brief opinion survey. Your anonymous replies will help determine the type of ceremony at your graduation and set the pattern for the near future.

Please complete the attached survey and return it right away in the enclosed stamped envelope (we have already prepaid the postage so don't put a stamp on it) and drop it in the nearest post office mail box.

Thank you for your interest and assistance.

Sincerely,

Archie B. Johnston

Archie B. Johnston
Director of Institutional Research

ABJ/bjb
Enc.

GRADUATION CEREMONY — REPLY TALLY SHEET

I understand attendance at graduation ceremonies is not mandatory and:

30 I Do plan to attend the graduation ceremony because:

- 8 My parents and/or relatives would be pleased and expect me to attend
- 11 It is a meaningful ritual
- 5 It is the completion of formal education for now
- 6 I just want to
- 8 It marked a great accomplishment
- 1 Think it is expected
- 2 I really don't know
- 1 Peer group influence
- 2 Out of respect for the faculty
- Other reason(s) When I graduate from TCC it will be a great accomplishment; My parents expect this after paying out such a large sum of money for my education; It would bring back a sense of pride to the students.

29 I Do Not plan to attend the graduation ceremony because:

- 4 I plan to be out of town
- 4 I plan to be working
- 2 I plan to be on vacation
- 13 I think there is little or no meaning to the ceremony
- 0 I think students feel too conspicuous
- 3 No particular reason
- Other reason(s) Too Old; Going to FSU; Getting Married

4 I would rather have a different means of honoring graduates:

- 6 Formal dinner dance — $2 = 1
- 5 Informal dinner dance — 5 = 4
- For a dinner dance, I would be willing to pay $10 = 2 per individual
- Change present ceremony drastically by:

15 No change in present ceremony (Don't know what present ceremony is = 3)

During the ceremony, regardless of type,

26 It is important to read each graduate's name
7 It is not important and too time consuming to read each student's name
A speaker should be heard who is a:

- 4 Prominent local citizen
- 14 local educator from higher education
- 13 TCC faculty member
- 8 TCC staff or administrative member
- 5 Former TCC Student
- 17 Member of TCC graduating class

2 Should not have a speaker

Wearing caps and gowns:

- 12 is important
- 30 is not important

Other suggestions:
An evening ceremony would be better for students, out of town relatives or even in town friends. The speaker should be someone who is dealing with TCC NOW and NOW is the most important time. Just a nice informal get together to say goodbye to some we'll not be seeing soon, and no long flowery speeches.

(Thank you very much and good luck.)

tallahassee community college

January 13, 1975

MEMORANDUM

TO: Academic and Administrative Department Heads

FROM: Archie B. Johnston, Director, Institutional Research A B Johnston

SUBJECT: Information Required to Monitor Higher Education Desegregation Plans

REFERENCE: Memorandum, Division of Community Colleges, subject as above, dated December 16, 1974.

The aboved reference memorandum required submission of a one time base report which reflected the number of full-time and part-time employees of this college according to personnel catagories and racial characteristics. The required report was submitted.

In addition to the report requirement was a list of the type of information which the Department of Health, Education and Welfare says we need to collect on students and employees (see Attachment A). We will be required to collect this type of information for the 1974-75 academic year. Sometime early in 1975 the Division of Community Colleges will call a meeting with Institutional Researchers from the various colleges to discuss the appropriate measures, forms and formats to be developed in order to collect the information.

Please review the requirements for data collection on Attachment A and let me know of any particular difficulties you envisioned. If you do not already have these data it will be necessary for us to develop some method of collecting them.

Thank you for your attention to this matter.

ABJ/gc

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Information to be provided as part of the reporting requirements for monitoring higher education desegregation plans.

A. Employment

1. For each main campus or branch campus of an institution, the total number of employees by category (rank and tenure status) and race, including a category identifying the staff working on desegregation. In addition to the report of total employment, a separate report should indicate new employment during the past year (collected either through use of the EEO-6 form presently being developed by the Equal Employment Opportunity Commission or a form which is compatible with it).

2. For each State agency concerned with higher education, information similar to that requested in Item 1.

3. For each main campus or branch campus of an institution, the number of employees by category and race who were dismissed, retired, or resigned for other reasons, during the past year.

4. For each main campus or branch campus of an institution, the number of promotions by category and race for the previous year.

5. For each governing board, either state-wide or local, the racial composition of the membership, indicating how selection is made and the length of each member's term.

B. Students -- for each main campus or branch campus of an institution:

1. Number of applicants and acceptances for fall admission by race and geographic origin (county within State or out-of-State), separately for each program having enrollment limitations.

2. Student enrollment, by level, race and selected categories of major fields of study, with a single separate report for first time students (beginning and transfer). (This is the Compliance Report of Institutions of Higher Education, OS-9, which is required of all institutions of higher education subject to Title VI of the Civil Rights Act of 1964 of the Education Amendments of 1972.)

3. Number of students receiving financial aid by category of such aid and race. In addition, the average award by category of aid and race will be requested

4. Number of students graduating, by academic discipline and race. (This report would be based upon the Degrees and Other Former Awards Conferred Report of the Office of Education's Higher Education General Information Survey.)

5. Number of students not returning from the previous year (except those graduating) by race, reason for failing to return, and level.

6. Number and percentage of students, by race, moving from one level to the next, e.g., from freshman to sophomore status.

OFFICE OF INSTITUTIONAL RESEARCH

tallahassee community college

January 20, 1975

MEMORANDUM

TO: Members of Program and Budget Committee

FROM: Archie B. Johnston, Chairman Archie B. Johnston

SUBJECT: Determination of Meeting Dates

During this semester very few of our instructional personnel have classes between the hours of 2:00 and 3:00 p.m. on Thursday afternoons, hence a number of committees have selected this as a time to hold their meetings. Consequently, committee members find themselves scheduled to attend two different meetings at the same hour and date.

Please indicate on the attached form the days of the week, hours of the day, and weeks of the month at which time you would be able to attend a meeting of this committee. I will compile these lists and attempt to select an hour, day, and week of the month at which most of the members can be present.

Please return the form by this time next week so that we may have a committee meeting at the earliest practical date to discuss the impending budget cutbacks proposed by the state legislature.

ABJ/gc

enclosure

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	MON	TUES	WED	THUR	FRI
8 - 9					
9 - 10					
10 - 11					
11 - 12					
12 - 1					
1 - 2					
2 - 3					
3 - 4					
4 - 5					

Prefer _____ (1-4) week of the month

Name _____

Priorities

1. Most like to meet
2. Like to meet
3. Okay
4. Somewhat okay
5. Can meet, but not preferred

X- Conflict can not meet

Work

OFFICE OF INSTITUTIONAL RESEARCH

tallahassee community college

January 22, 1975

MEMORANDUM

TO: Mr Mack Rooks, Dean of Student Affairs
FROM: Archie B. Johnston, Director of Institutional Research Archie B. Johnston
SUBJECT: Undergraduate Enrollment Comparisons

Information received from the University Board of Regents and the Division of Community Colleges in response to a query from this office revealed the following statistics regarding undergraduate statewide enrollment for the Fall terms of the years indicated: (Enrollment includes Freshmen, Sophomores and Unclassified and is a total of part-time and full-time headcount)

Year	State Univs	Community Colleges	Total	CC % Total
1970	25,206	107,847	133,053	81.1
1971	24,898	120,263	145,111	82.9
1972	23,768	120,836	144,604	83.6
1973	24,454	134,223	158,677	84.6
1974	27,238	147,518	174,756	84.4

A further analysis:

State University System:

	Lower Division	Upper Division	Total
1970	25,206	32,747	57,953
1971	24,848	37,859	62,707
1972	23,768	44,732	68,500
1973	24,454	49,599	74,053
1974	27,238	50,171	77,409

Community Colleges:

	Freshmen	Sophomore	Unclass	Total
1970	64,809	33,778	9260	107,847
1971	73,916	36,068	10,279	120,263
1972	70,331	39,084	11,421	120,836
1973	80,817	39,738	13,668	134,223
1974	83,878	47,283	16,357	147,518

Note: These data were obtained by telephone and although the validity may be considered high, they are not officially released computations.

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tallahassee community college

January 24, 1975

MEMORANDUM

TO: Members of Program & Budget Committee

FROM: Archie B. Johnston, Chairman

SUBJECT: Monthly Meeting Dates

Thank you for returning so promptly the survey regarding proposed meeting dates. There are only six time periods during the week without conflicts. They are:

Monday - 11-12
Tuesday - 12-1
Wednesday - 11-12
Thursday - 12-1 & 1-2
Friday - 11-12

(Any day from 3 p.m. to midnight!)

Since Mondays and Fridays are generally bad and Thursday afternoons will have a number of other committee meetings, let us settle on 11-12 a.m. the 1st Wednesday of every month with additional meetings, if required, on subsequent Wednesdays.

The initial meeting then is scheduled for 11:00 a.m. Wednesday, February 5th in the Business Office Conference Room.

Agenda items will include:

1. Appeal by Coach Nelson of our non-acceptance of his course proposal on certain athletic courses.

2. Overview of Legislative Action on Community College budgets for 1974-75.

3. Open discussions on other matters of interest to members.

ABJ/gc

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tallahassee community college

January 27, 1975

MEMORANDUM

TO: Dr. Fred W. Turner, President

FROM: Archie B. Johnston, Director, Institutional Research

SUBJECT: Summary of President's Council Meeting

The January meeting of the President's Council was held at the Dutch Inn, Buena Vista (Orlando area) on Thursday, January 23, 1975. The following notes are based upon the oral presentation by me to you on Friday, January 24:

1. Dr. Larry Tyree will be Executive Vice-President of Gulf Coast CC and probably succeed Dr. Rick Morely upon his retirement next year. There are four additional candidates with superior attributes should any other college be searching for presidential material.

2. Main interests of this Legislature surround:
   a. Academic programs and year-round operation of colleges
   b. Local control as opposed to state centralization.

There was considerable discussion on these two points with several presidents feeling year-round operation is virtually impossible, particularly if budget cuts are made, while Dr. Lee Henderson felt we need year-round operation with an equalized enrollment. It was generally agreed to accept the 8 points on the attached paper as politically necessary guidelines.

3. Robertson (Santa Fe) stated that we must either follow the Funding Formula and restrict enrollment or drop the formula and use the allocated funds in the best way possible. We must restrict enrollment when fund balances reach zero. (Henderson) disagrees with enrollment cap.

4. Mike Bennett (?) suggests raise student fees above the $11 maximum, but Henderson states we are already one of the highest in the U.S. and the highest in the Southeast. In response to a suggestion (Manor - PB) that we put the responsibility upon the legislature Henderson said the first cut would be out-of-state students which would hurt border colleges.

5. Hugh Adams - we must hold salaries or cut on a state-wide basis. McCracken claimed that as unfair to colleges with salaries at the bottom of the group. If not coordinated at state level this may pit school against school. (McCabe) Miami-Dade now drawing less per FTE than Dade County K-12 system.

6. Manor - timing is important now as we are about to prepare budgets. Henderson - May 31 is budget deadline, but Legislature is not accepting

our Cost Analysis figures. We won't know until May 30th whether we will get $130M, $132M or $136M until then. Bennett - we must make faculty contracts in February. Kastner - Charlie Minor says it would be okay for colleges to make contracts on expected receipts and they would be protected if we didn't receive adequate dollars. (ABJ note - imagine what this would do to a college's administrative credibility with it's faculty. . .sure way to collective bargaining. . .poor idea) Part-time personnel must be first to go, followed by term contract then tenured last. In case of a cut-back tenure can actually determine curricula. University of Michigan fired everyone then hired back those they needed. Henderson - if we had a general salary freeze at State level, would the colleges freeze? Consensus of expression was to "let them (state) freeze first then we'll talk."

7. Wygle - Get Legislature to put moritorium on reports and activities they are requiring. Henderson - use these guidelines (1-8) and add freeze of PPBS and other state agency reports which require expenditures of college resources until after this critical period. Wygle - cut out all "interesting to know" reports e.g., follow-up reports. Henderson - some reports are not under control of Division of Community Colleges. (Dr. Myron Blee then defended going farther into follow-up than required by legislative instructions) Wygle - also cut down on state task forces for such as Data Processing, etc. Kastner - agreed also task-forces, follow-up, study groups, et al. - hold up from Legislature. Henderson - Colleges must write a letter on this now and send to him so he may take expressions and facts to Legislators.

8. King - need a review by business managers and a few presidents so we don't upset faculties with rumors. Henderson - Presidents had better personally look into their budgets and cut out frills while looking at their $4M carry over.

9. Henderson - let's face issue of SPD. It is highly significant and strongly needed. Gollecheck - Hang onto SPD as it is envy of U.S.; need dedicated funds. Milt (?) with no less than 2% of budget for SPD we could be increasing SPD while we reduce everything else.. Brown - Business Officers not enthusiastic about SPD. It is conceivable that we could cut faculty and increase SPD. Wygle - we pay salaries of faculty engaged in proposal and other writings from SPD and save on line item. McCracken - Place a moritorium on SPD and use the money to serve students in lieu of an enrollment cap or faculty reduction. Henderson - SPD is valuable. DCC will try to waive use limitations for this and next year. DCC will ask colleges what we need so DCC can amend SPD plan. Write this to DCC.

10. Henderson - we put too much money into salaries for solid budgeting procedures. Five to eight colleges spend 80% or more of their budget for salaries of all types.

11. McCracken - request DCC resist adding student help to DCC staff as they always require more data from the colleges.

12. Motion - Next year schedule more than one council meeting at the same time e.g., president's, deans, and business officers at the same place and same time. Motion carried 12-7. (ABJ: Drawback is that this would take all top level management off the college campus at the same time)

13. Johnston - will DCC set priorities so we don't cut Reading and Writing while some other colleges cut Basket-weaving? Henderson - No DCC will not set priorities; they will cut dollars and it will be up to individual colleges to cut programs - if we adopt principles 1-8. Stallard - I still refuse to limit enrollment as it is not fair to the community.

Lunch - Henderson in an aside to Johnston: TCC has some graduate students from FSU enrolled in regular courses under VA. These, if a limitation is placed, should be the first to go. It may be legal, but is not in the true spirit of community colleges. We need to check on this for our own information.

14. Baker - According to Legislative reactions our budget estimates are optimistic. The data enclosed are based upon $130M and if this goes up we will be funded accordingly for our FTE above the estimates. (Many long arguments about use of estimated FTE for 73-74 when DCC has actual data. I agree that we should use data on hand and if estimates are to be used they should be actual Fall 74, actual Winter 75, and estimated Summer 75.) Baker - if you fund on high enrollment some small colleges will have to close their doors. McCabe (in agreement with several other presidents) we made a bad projection that year with 6000 FTE under estimated. St. Petersburg went 300 over their estimate TCC went 46 over estimate.

15. Herman (?) everyone must cut programs this year. Robertson - If we take more students than we receive funds for, we will never get adequate funds. Must limit enrollment. Baker- also this will present an unrealistic estimate on cost analysis. Morley - Move to limit enrollments to 1973-74 estimates. Palm Beach - limit to ± 1-2% many colleges will get 13% FTE cut. McCabe - don't set us back to 1971-72 enrollments as Miami Dade will lose $2½M in enrollment fees alone. Motion died.

16. Motion to adopt concept of limited enrollment passed 16-9. (We need to meet on this to avoid across the board FTE cuts)

17. Robertson - let's go home, restudy enrollment picture and return for one day specifically dedicated to enrollment capping and funding. Motion passed. Meeting to be Thursday, February 13 at Orlando, 10 a.m. Gollecheck will provide transportation to and from meeting place. Fly down in morning and back same evening. Presidents may bring any aide desired e.g., business officers, planning officers, et al.

18. Neal - no college will have fund balances next year if this continues. (In discussion several presidents claimed no fund balances after this year). Baker - at end of this year state should have 2% in fund balances, but 0% at end of 1975-76 with less than 1% at any college. Henderson - 0% will be deficit funding for July portion of summer school. Kastner - we will be on a bad spot with the legislature if we turn away students and still have a fund balance.

19. Palm Beach - Do we start building budgets on these figures (data from Baker)? Henderson - this is a preliminary staff recommendation. Baker (strongly) - this is very close plan on it. $130M is planning figure. (More strong discussions about using two year old enrollment estimates.)

20. Baker presented individual college planning documents. Fill in and return so data may be used in presenting arguments to legislature.

21. Baker - This year we will have a new budget presentation date sometime in August instead of June 1st. In 1976 Federal Government is going to Fiscal Year starting October 1st each year. (This means the August date will not help and will have to be moved to December?)

22. (Many briefly noted announcements)

Steering Committee Chairman to be selected.

Dr. Turner on Regulations Committee.

Be sure President and his board do homework with legislator and his delegation - particularly education and appropriations committees.

Bad word in legislature is course entitled, "Pet or Poodle Grooming". No college would admit to offering such a course. Legislators riding on this title and wanting to know how funded and by whom?

Matter of advertising. Must place ad in paper announcing times, date, place of Board of Trustees meetings. Our Public Relations personnel should be familiar with letter by Nanette Smith (enclosed).

Need reaction to paragraph 3 of Hansen letter (Refers to reinstatement of VA pay (now prohibited) for TV courses. (Copy attached) Favorable reaction.

Is it necessary to pay Southern Association dues? McCraken and Phillips have a problem on this to be settled privately with Henderson.

Comparison of cost of providing vocational courses showing community colleges lower than vocational-schools with one exception. Henderson reluctantly agreed to send this comparison to Presidents by mail.

Be careful in these days of dollar shortages not to attack one another or we may find CC vs CC; CC vs Univ; CC vs K-12; CC vs Voc. Tech. We must stand together and support education in general.

Kastner - Trustees workshop in Tallahassee February 26 and Presidents' Council same place February 27.

Henderson - March Presidents' Council Meeting to be in conjunction with presidents of private colleges and universities. Site to be determined Thursday and Friday March 21-22. (I think it will be near Broward)

Desegregation Commitee Statewide published - no member from TCC, FACC is waiting for something to support.

Kastner has a number of items.

Copy of House Rule 9.1 and State Rule 13.1 distributed. Need to study these, for example, should presidents be registered as Lobbyists? If so, names and salaries will probably be published.

Remarks concerning a Legislative Watch.

Kitty Hunter discussed the Buckley Amendment. State law tougher than federal law.

Purging of individual record is a FEA issue. Limited confidentially Administrative Procedures Act Amendement to be tried for by Kastner to ease rule making. Heavy discussion with McClendon - purpose is to control phantom governments.

Suggest adjustment in funding law to provide for PPBS.

Repeal Veteran's Fee Deferments. DCC will obtain data from colleges on this and present it to legislature.

Permit foundations to use college facilities - good publicity and financial move.

Adult Offender - Funds amounted to $296,000, but no action taken. Follow-up and Placement. DCC asked for $1.1M, but won't get it so don't worry.

Sixty-day Bill payment proposal in preparation. Fred Jones in Polk County is trying to kill this bill.

Self-insurance - Stallard has copy of draft bill.

Senate Bill 45 - attempt to get colleges to fund TRS same as FRS. This is an expense added that wasn't considered in 71-72, so if we go back to enrollment estimates this will be an added cut. To be discussed by Legislative Watch at next meeting.

Mark Dougherty "made a very good presentation. Great Job". University presentations were negative, but CC were positive. Bouquets to Daugherty.

Jack Armstrong - FACC trying to get TRS non-contributory. Keep FAAC informed.

Trustee appointments - get feeling on reappointments and names into pipeline.

Administrative Procedures Act. Discussion of time limit before going into effect that rules must be filed. About 24 days from hearing by board until action taken. Henderson: keep it cool until you hear from me.

Kastner - Fred Turner has done the system a good service by going to the Hill. Also he (Turner) is still trying to help the numbering system. (Again) He is doing the whole system a service.

Meeting adjourned at 4:50 p.m.

OFFICE OF INSTITUTIONAL RESEARCH

tallahassee community college

MEMORANDUM

January 28, 1975

TO: Mr. Howard W. Crews, Academic Dean
FROM: Archie B. Johnston, Director, I/R
SUBJECT: Winter 1975 Departmental Course Loads

Department	Number of Teach	Number of Courses	Credit Hours Total	Credit Hours Average*	Enrollment Total	Enrollment Average*	Credit-Contact Hours Total	Credit-Contact Hours Average*
English	16	68	189	2.78	1494	21.97	4263	62.69
Humanities	13	42	114	2.71	1476	35.14	4206	100.14
DIVISION I TOTAL	29	110	303	2.75	2970	27.00	8469	76.99
Social Science	20	62	182	2.94	2499	40.31	7083	114.24
DIVISION II TOTAL	20	62	182	2.94	2499	40.31	7083	114.24
Mathematics	8	30	90	3.00	880	29.33	2624	87.47
Science	16	42	83	1.98	1464	34.86	3470	82.62
DIVISION III TOTAL	24	72	173	2.40	2344	32.56	6094	84.64
Business	9	25	73	2.90	615	24.60	1804	72.16
Civ Engr Tech	4	12	34	2.83	134	11.17	373	31.08
Data Processing	3	3	12	4.00	38	12.67	152	50.67
Allied Health	5	11	31	2.82	411	37.36	1192	108.36
Criminal Justice	4	11	33	3.00	305	27.73	915	83.18
Nursing & Rad Tec	5	10	31	3.10	184	18.40	700	70.00
DIVISION IV TOTAL	30	72	214	2.97	1687	23.43	5136	71.33
Real Estate	1	1	3	3.00	39	39.00	117	117.00
LSP - PE	3	11	14	1.27	380	34.55	434	39.45
Military	1	2	4	2.00	10	5.00	20	10.00
Orientation	1	2	2	1.00	41	20.50	41	20.50
NON-CLASSIF TOTAL	6	16	23	1.44	470	29.38	612	38.25
COLLEGE TOTALS	109	332	895		9970		27394	
Teacher Loads (Av)	109			8.21		91.47		251.32
Course Loads (Av)		332		2.70		30.03		82.51

* Average is Total divided by Number of Courses
Teacher Loads are Total divided by Number of Teachers

OFFICE OF INSTITUTIONAL RESEARCH

tallahassee community college

MEMORANDUM

January 29, 1975

TO: Bureau of Research and Information Services, 310 Collins Bldg
FROM: Archie B. Johnston, Director, Institutional Research
SUBJECT: Status of Capital Outlay Projects
REFERENCE: Memo, your office, subject as above, dated 1-21-75

Attached are data sheets for projects 8A and 9A.

Also attached is an addendum to Project 8A providing a more complete analysis of the proposed funding.

We appreciate the assistance rendered this morning by Dr James Umholtz and Mr Bruce Glueck.

cc: Mr. Glueck
Dr. Metcalf
Dr. Umholtz

Incl: Data Sheets (2)

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TALLAHASSEE COMMUNITY COLLEGE

(Current Construction Projects)

Does Project appear on Project Priority List ? [X] Yes [ ] No

Project Priority List Number(s): PPL# 8A

Local Project Number if Applicable: _____

Brief Description of Project: Vocational Technical Complex and furnishings; Storage area and site development including paving walkways, utilities and landscaping.

Please submit the following information for EACH project. Use a separate sheet for each contracted project.

1. Final Documents Approved by your Board of Trustees on March / 14 / 19 74.

2. Final Plans Approved by State School Architect on April / 19 / 19 74.

   B&H Construction 5 / 17 / 74
   Strawn & Son Vanity Shop 1 / 9 / 75

3. Estimated or Actual Bid Award date: _____ / _____ / 19____.
   ACTUAL Bid Amount: $1,065,579.00 63,125.00

4. Estimated Project Start Date: 6 / 1 / 10 / 16 / 19 74 / 75.
   Estimated Project Completion Date: 7 / 8 / 10 / 13 / 19 75 / 75.

5. Final Inspection Date: _____ / _____ / 19____.

6. Estimated Total Project Cost: $ 1,650,000
   Actual Total Project Cost: $ _____

7. Total Dollars Allocated by Source of Funds:

HEB	$ 324,000 + 5,064.35 Int.	FEDERAL	$ 150,000.00
SBE	634,940 + 17.50 prem +59,515.97 Int.	LOCAL	13,213.25
CO&DS	151,968.46	OTHER	

BG "011075"

ADDENDUM

REVENUE

75000-261		634,940.00	State Board of Education Bonds
75000-422		17.50	
75000-481	Int(1974)	26,577.60	
	(thru Dec)	32,938.37	
		694,473.47	

77000-423		324,000.00	Higher Education Bonds
77000-481	Int(1974)	699.89	
	(thru Dec)	4,364.46	
		329,064.35	

72000-311	134,913.97	Bal. 7/1/74	C. O. & D. S.
72000-422	12,155.44	(1974-75 Revenue)	
72000-481	4,899.05	(Int. thru Dec. 1974)	
	151,968.46		

150,000.00 Dental Hygiene Federal

Balance from Local Funds.

EXPENDITURES

Vocational Technical Building

Barrett, Daffin & Figg
Furnishing Equipment

Acct. Code	Check No.	Date			
7708-712	70593	2/22/74	Plans for	$3,166.66	
7708-712	70591	1/31/74	Building	3,166.66	
7708-750	70585	12/7/73		6,750.00	6,333.32
7708-750	70588	1/7/74	Building	9,000.00	
7708-750	70598	3/20/74		25,000.00	
7708-750	70604	4/23/74		6,050.00	
P.O. 9800 - - on basis of $1,065,579.00				8,542.75	
					55,342.75
					61,676.07

B&H Construction - Building				$1,065,579.00	
Strawn & Son - Case-work				63,125.00	
Insurance	77008-750	ck.#70616	9/18/74	1,332.00	
Broward Davis & Assoc-		ck.#70597	1750.00		
Andaman & Assoc.-		ck.#70589	337.50		
Andaman & Assoc.-		ck.#70589	720.00	2,807.50	

TALLAHASSEE COMMUNITY COLLEGE

(Current Construction Projects)

Does Project appear on Project Priority List ? [X] Yes [ ] No

Project Priority List Number(s): PPL# 9A

Local Project Number if Applicable: _____

Brief Description of Project: Student center including student dining area, bookstore, student executive office and rooms.

Also, a teaching auditorium, concert recreation hall, dramatic theatre and community center.

Please submit the following information for EACH project. Use a separate sheet for each contracted project.

1. Final Documents Approved by your Board of Trustees on N/A / _____ / 19____.

2. Final Plans Approved by State School Architect on _____ / _____ / 19____.

3. Estimated or Actual Bid Award date: _____ / _____ / 19____.
   ACTUAL Bid Amount: $_____

4. Estimated Project Start Date: _____ / _____ / 19____.
   Estimated Project Completion Date: _____ / _____ / 19____.

5. Final Inspection Date: _____ / _____ / 19____.

6. Estimated Total Project Cost: $ $1,650,000
   Actual Total Project Cost: $_____

7. Total Dollars Allocated by Source of Funds:

HEB	$_____	FEDERAL	$_____
SBE	_____	LOCAL	_____
CO&DS	_____	OTHER	_____

BG "011075"

tallahassee community college

January 30, 1975

MEMORANDUM

TO: Walter Thomason & Cathrine Cornelius

FROM: Archie B. Johnston, Director, Institutional Research

SUBJECT: Community College Advisory Committee Meeting

I will be unable to attend the scheduled meeting of the Community College Advisory Committee scheduled for February 28th at Sanford Junior College.

Our college is awaiting notification of action on the federal project for implementation of a Cooperative Education Program. If our request is approved, we will take positive action, but if our application is not favorably considered we will not undertake a cooperative education program.

I hope that we will be joining with you later in this year.

ABJ/gc

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broward community college

central campus
fort lauderdale, florida 33314

M E M O R A N D U M

To: Members of the Community College Advisory Committee

From: Walter Thomason, Chairman, and
Catherine Cornelius, Vice-chairman

Subject: Upcoming Meeting

Date: January 20, 1975

The next meeting of the Advisory Committee will be February 28 at Sanford Junior College in Sanford, Florida. Arrangements have been made for members to stay at the Cavalier Motel in Sanford (highway 17-92). Rates are $10 per single and $14 per double occupancy. Make your own reservations or call Cathy and let her make them for you.

The purpose of this meeting will be to discuss current activities regarding state funding formulas and to make plans for the remainder of this academic year. Please make plans to attend, as we will be very ineffective if we do not have the full support of our membership.

The meeting will begin at 1:00 p.m. in the President's Conference Room at Sanford Junior College. We look forward to seeing you there.

sp

tallahassee community college

January 31, 1975

MEMORANDUM

TO: Mr. Howard Crews, Academic Dean

FROM: Archie B. Johnston, Director I/R

SUBJECT: Summer School Enrollment

The following courses and sections had an enrollment of 19 or fewer students for the summer semesters indicated:

Course	Section	Course Title	Summer Enrollment 1973	1974
AG 202	01	Prin of Accounting	16	10
AG 202	02	Prin of Accounting	11	19
BS 100	01	Intro Business	16	
BS 110	01	Intro Typing		6
BS 111	01	Inter Typing		10
BS 111	02	Inter Typing		11
BS 121	01	Adv Shorthand		12
BY 105 L	03	Gen Ed Biology Lab	12	
BY 105	03	Biol for Gen Ed		16
BY 105 L	03	Gen Ed Biology Lab	18	
BY 105 L	04	Gen Ed Biology	16	
BY 208 L	01	Micro Lab		16
BY 208 L	02	Micro Lab		19
BY 208 L	03	Microbiology	12	14
BY 216	01	Gen Zoology		14
BY 216 L	01	Gen Zoo Lab		13
CD 205	01	Child Gr & Dev		10
CET 110	01	Tech Math I	17	
CET 110	01	Tech Math I	17	
CET 111	01	Tech Math 2		7
CET 270	01	Soil Mech and Found	13	
CJ 120	01	Juv Delinquency		18
CJ 120	02	Juv Delinquency		9
COU 101	01	Career Planning		15
CY 105 L	01	Gen Ed Chem Lab		15
CY 220 L	01	Gen Organic Cy Lab	12	
CY 220 L	02	Gen Organic Cy Lab	8	
DP 101	01	Intro Data Pr	10	
DP 101	02	Intro Data Pr	13	
DP 105	01	RPG	12	
DP 106	01	Assembly Language		3
DP 115	01	DIS	2	
DP 204	01	COBOL Programming		18
EGR 201	01	Route Surveying		10
EH 100	01	Individual Writing		12
EH 100	02	Individual Writing		7
EH 101	01	Modes of Comm	19	

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[illegible]	[illegible]	[illegible]	Modes of Comm	19	
EH	101	05	Modes of Comm	18	
EH	101	06	Modes of Comm		14
EH	102	01	Modes of Comm	11	
EH	102	02	Modes of Comm	13	
EH	102	04	Modes of Comm	14	
EH	201	01	Centemp Lit		15
EH	216	01	English Lit	11	10
EH	225	01	Afro-American Lit	10	
ES	201	02	Prin of Econ	13	
ES	202	01	Prin of Econ	18	
GSE	100	01	GS English		14
GSW	100	01	GS Writing		14
HH	101	01	Helping Profess		9
HH	251	02	Emergency Techs	1	
HH	285	01	Life Supp Syst		19
HS	202	02	Humanities		13
HY	215	01	World Religons	16	
HY	215	01	World Religions	16	
LE	225	01	L E Internship	1	
LGC	101	01	Intro Logic	14	16
LSP	103	01	Beg Golf	6	
LSP	103	02	Beg Golf	19	
LSP	106	01	S & V Ball Cond		12
LSP	107	01	Sball-Vball-Bowl	12	
LSP	108	01	Tennis		16
LSP	108	02	Tennis		17
LSP	108	03	Tennis		4
LSP	111	01	Adult Fitness		9
MS	100	01	Intro Math		16
MS	100	02	Intro Math	14	
MS	103	03	Contemp Math		16
MS	103	04	Comtemp Math		12
MS	105	02	Inter Algebra		16
MS	110	03	Develop Math		14
MS	141	01	Vectors & Matrices	8	12
MS	145	01	Plane Analy Trig	14	18
MS	146	01	Analytic Geom		16
MS	152	01	Calculus 2		2
PS	105	01	Gen Ed Physics Lab	9	
PS	105 L	01	Gen Ed Phys Lab		6
PSC	105	02	Florida Govt	14	
PSC	200	01	Cur Pol Probs	18	
PSC	205	01	National Govt		15
PSY	101	01	Pers & Soc Adjust	17	
PSY	201	05	Gen Psychology		18
PSY	206	01	Educ Psychology		11
RG	101	01	Vocabulary	6	
RG	104	03	Devel Reading	9	19
RG	105	01	Flex Reading	14	
RT	121	01	Radiol Physics		8
RT	131	01	Radiol Nursing		8
RT	153	01	Radiol Pract 3		8
SCH	105	01	Fund Speech		12
STS	216	01	Statistics		14
SP	100	01	Scientific Prin	15	
SY	105	02	Prins of Sociology	13	14
SY	105	04	Prin of Sociology	14	
SY	205	01	Mar & Fam Rel	16	
Total Sections with 19 or fewer students				48	57

	Summer 1973		1974	
	Nr	Cum	Nr	Cum
Total courses with 19 or fewer students	(3)	48	(4)	57
18	(4)	45	(4)	53
17	(3)	41	(1)	49
16	(6)	38	(8)	48
15	(1)	32	(4)	40
14	(7)	31	(8)	36
13	(5)	24	(2)	28
12	(5)	19	(7)	26
11	(3)	14	(2)	19
10	(2)	11	(5)	17
9	(2)	9	(3)	12
8	(2)	7	(3)	9
7	(0)	5	(2)	6
6	(2)	5	(2)	4
5	(0)	3	(0)	2
4	(0)	3	(1)	2
3	(0)	3	(1)	1
2	(1)	3	(0)	0
1	(2)	2	(0)	0
Total Number of Courses and Sections Offered		114		137
Percent with 19 or fewer students		42.1%		41.6%

tallahassee
community
college

February 3, 1975

Dr. William J. O'Connor
Vice President for
Instructional Improvement
Lake City Community College
Lake City, Florida 32055

Dear Bill:

In response to your phone call yesterday regarding our implementation of PPBS, it might be better if I rambled on about how we do it and you can use what you want and throw out the rest.

If we were to do it over again, I still believe we would take the initial steps much as I described them in the previous correspondence. It is necessary to involve both administration and staff in the early stages so they begin to think in terms of PPBS as more than another series of reports which must be sent to Division of Community Colleges (DCC). It is essential that the one person designated as the Coordinator be knowledgeable about curricular matters as well as funding. He must know the HEGIS program classification structure completely and understand its rationale in order to make modifications as they become necessary.

We formed a number of committees to share the operation of the college and among them is a Program and Budget Committee chaired by the PPBS Coordinator. The committee has six faculty and three administrative members. Since we have about sixty full-time faculty they have a 10% representation on the committee and out number the administrative committee members by 2 to 1. Consequently, we hear little opposition from the faculty about budgetary measures as they are kept fully informed. The complete financial condition of the college is revealed to the committee and they provide input advice about expenditures.

When we received the request from DCC to develop this year's PPBS, the Coordinator obtained from the Dean of Administrative Affairs, also a member of the Committee, a copy of the 1973-74 Cost Analysis data. These data were used to fill in the expenditures and Revenues for the Current Year (1973-74). Based upon the proposed funding for community colleges report which is sent to each college covering the years 1974 through 1981, it was possible to estimate the unit cost for each of the 1.1 through 7.0 budgetary catagories. The Business Office provided total revenue estimates for 1974-75 so it was possible to estimate our expected financial condition at the end of that year.

The budget year 1975-76 was obtained essentially in the same manner using the forecast enrollment and by adding in a reasonable (at that time, that is) increase in salaries, it was possible to determine the total instructional cost. Total service costs were determined to be slightly higher since I estimated the increase in plant operation and maintenance to be approximately 15% and the other supports at approximately 10%. Revenues were based upon the proposed funding for community colleges for that year with the student fees being increased to a dollar per hour amount and an anticipated decrease in revenue from federal and local sources.

Skipping over to the out-years 1,2,3,4, and 5, essentially the same process was conducted since we do not anticipate adding or deleting any major programs during the five out-years.

Going back to page two of the Program Budget, we considered Alternative A as being what we would probably receive from TCC (budget year on page 1 would have been the ideal) and then our Alternatives B & C considered the reduction as described on pages 7 & 8 under explanation of adjustments for Alternatives A, B, & C. Pages 4 and 5 are merely more detailed explanations of page 1.

I have gone perhaps too far into detail in the development of this particular program budget, but as I say use what you want and discard the rest.

Since at our college I prepare the cost analysis, as well as the program budget and chair the committee, it is a rather simple matter to coordinate these activities. We held weekly or twice monthly meetings of the committee with each meeting approximately one hour in duration and each step of the procedure fully explained and discussed with the members. Although they were unable to do the "pick and shovel" work, they were able to provide guidance and some excellent suggestions.

In retrospect, the PPBS Committee which we intially formed, has through an evolutionary process become one individual; the PPBS Coordinator. (Personally, I approve of this idea since the best committee I was ever on was a three man committee, with one man sick and the other man out of town.) During the initial stages it is absolutely essential that input be received from as many sources as reasonable, and that the PPBS Coordinator be indoctrinated with the goals and objectives of the college, the faculty, the administration, the student body, and the financial status of the college. Eventually, he will be able to consider all these factors in guiding the college in the PPBS.

I seriously believe the PPBS to be an excellent instrument for the guidance of the college, and I do not visualized it as just another report to be submitted to DCC. Properly used, this instrument can force the college faculty and administration to intelligently plan for the future and conversely such planning can provide a much more rational system of fund distribution. Even with our limited experience, we

can see the great advantages over the previous across-the-board-percentage slashes. Undoubtedly, PPBS will undergo many changes in the future, as it should, but I believe it contains the capability for an excellent planning instrument and should be viewed more as a planning tool than as a budgetary report.

O.K. Bill I hope that does it, as I say, I have no pride in authorship, so don't hesitate to use what you want and throw the rest of it away. Good luck in your endeavor and let me know if there is anything else I can do to help.

Sincerely,

Archie

Archie B. Johnston
Director of Institutional Research

ABJ/gc

tallahassee community college

February 10, 1975

MEMORANDUM

TO: Dr. Lee G. Henderson, Division of Community Colleges

FROM: Fred W. Turner, President

SUBJECT: Budgetary Planning for 1974-75 and 1975-76

REFERENCE: Memo, your office, subject as above, dated January 17, 1975

As a general observation, if this college were required to operate within the budgetary limitations implied by your memorandum, we would have to expend all fund balances and still face a deficit of approximately $37,000.

A feature which has received little consideration is the added expenditure to each college incurred by having to fund the Florida Retirement Service contribution for each of our professional staff. In the case of this college this is an added expenditure of $24,050 per month or $288,600 per year at the present salary rate. With annual increments this figure will increase each year. This expenditure was not required at the time of the 1973-74 budget upon which our 1975-76 funding is being considered.

Effect of cooperating within the 1974-75 revised reduced receipts:

Our fund balances would be reduced by approximately $180,873.

Since the school year is almost completed and personnel contracts have been awarded for the Winter term of 1975, any proposed reductions would have to be done during the summer term. If an enrollment cap were deemed necessary and authorized, summer contracts for all personnel would be reduced accordingly.

1975-76 Revised Budget Estimate:

1. Personnel Adjustments:

   A. Instructional staff would be reduced by 16 FTE which would probably be an elimination of almost all part-time teachers and an increase in the teaching load of full-time teachers.

      Administrators would be reduced by three. Although this is seemingly a small number, it must be remembered that this college has perhaps the smallest ratio of administrative staff of any college and each administrator at present serves in several capacities. A reduction in the information flow to your agency would be imperative, as well as a reduced response to legislative requests. Many services to the faculty and student body would suffer correspondingly.

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Support staff would be reduced by twenty at a time when we have increased our maintenance load by the completion of a new building. Maintenance would have to be deferred which would increase the eventual replacement of major items of equipment. Secretarial staff would be reduced, thereby increasing the work of the faculty which will in-turn have been increased by the larger student-teacher ratio.

B. Increase in the number of part-time staff: There would not only not be an increase in part-time staff, there would be an actual reduction (see A above).

C. Assignment Changes: Curricula would have to be reduced thereby eliminating certain courses which are in the particular expertise of faculty who have had concentrated education in these specialties. Students would be denied access to these areas of knowledge and the teachers would have to be retained into general education subjects. In some cases, there would not be adequate position vacancies and the teachers would be released. At best, a number of teachers would be required to teach a subject in which they have the knowledge, but not the dedicated interest.

2. Salary Adjustments:

There would be no salary increases for instructional staff salaries other than the annual 4% increment for experience for those faculty members who have not yet reached the maximum of twelve years service.

There would be no salary increases for administrative staff salaries other than the annual 4% increment for experience for those administrators who have not yet reached the maximum of twelve years service.

There would be no salary increases for support salaries.

3. Academic Program Adjustment:

There would be a reduction in both the number of courses offered, as well as the number of individual sections per course. With a reduction in FTE from the present approximate 2100 to a forced enrollment cap of 1527 FTE and an increase in student-teacher ratios we would have to offer approximately 25% fewer classes with a corresponding reduction in curricula.

The Community Instructional Program would have to be eliminated with the college transfer program reduced to the general education courses required for transfer to a four-year institution and occupational education to the bare minimum to insure employment at the lowest level in the student's desired specialty. No longer could we provide industry with an employee trained in the finer operation of a business enterprise.

Planned offerings such as Cooperative Education Programs which simultaneously benefit the student and employer would have to be postponed indefinitely at a time when state offices are indicating a need for such training.

Any plans for the start of a Para-Legal Assistant Program would have to be discarded. The National Office of the American Association of Community Colleges has endorsed this program and has offered their assistance in the formulation of our planned venture into this new area of vocational training.

4. Expenditures planned for travel will drastically curtail or be eliminated. Such action tends to make an institution provincial and prone to repeat errors previously incurred by other institutions which could have been avoided through contracts made by travel to meetings of individuals with similar experiences.

Supplies, materials, and other operational expenses will have to be curtailed which may make the difference between an excellent and a mediocre academic program. To provide teachers with excellent facilities costs money, but it also instills pride and confidence that the teacher has the backing of the administration which aids considerably in her presentations.

It will be impossible to purchase new equipment under the proposed budget. Furthermore, should a major appliance fail, e.g., the heating/cooling boiler at a cost of $40,000, the college would have no fund balances upon which to draw for emergency repairs. Should this be a statewide funding practice, many colleges might have to request funds from the legislature with their operation in a precarious position awaiting funding.

In conclusion, it must be pointed out that the practice of reducing fund balances to zero is not a good management procedure and encourages agencies to spend the maximum allowed in order to obtain adequate fundings the following fiscal year. On the other hand, one realizes that in times of financial stress, no institution must be allowed to accumulate funds to the detriment of the system in general. It appears to be a far wiser course to limit individual college fund balances to a maximum of 10% of their annual expenditures.

During the year 1974-75, state contributions to this college were reduced by $70,000 and we were not paid for an enrollment which exceeded our original estimates. It would appear that we expended 89% of our funds for salaries, but this includes the reduction plus personnel who were employed to teach and support the total student population. Had we been granted our total state funds, and had we been paid for the total number of students taught, our salary expenditures would have been a more reasonable 78%.

Fund balances do not present a true picture of the economic solvency of an institution. The over-expenditures this year necessitated by the reductions in the preceding paragraph were taken from our fund balances. Should this trend of underfunding continue, all college fund balances will soon be non-existent and any further similar reductions would bankrupt the colleges.

Every educational institution with a salable program is encountering a period of unexpected growth in student enrollments. These added students will require employment of additional teachers which will add to the already inflated salary expenditures thus endangering any future fund balances.

The answer to the financial crisis facing institutions is not to attempt to reduce expenditures in many small areas, but rather to address the basic problem of adequately funding the institution in order that it may provide those services requested by its public. If the community is asking for additional educational experiences we should not be responding by reducing those presently offered.

FWT/jc

enclosure

Tallahassee Community College

	Actual 1973-74	Budgeted 1974-75 Original	Budgeted 1974-75 Revised 3.3% Reduction	1975-76 Program Budget Estimate	1975-76 Revised Estimate
Revenue					
State Funds	1,920,253	2,092,235	2,023,108	2,895,349	1,920,253
Student Fees	538,086	481,250	481,250	725,900	229,050
Federal Funds	91,706	88,450	88,450	150,000	150,000
Other	151,077	42,989	42,989	29,000	29,000
*Total Revenue	2,701,122	2,704,924	2,635,797	3,800,249	2,328,303
Transfers	54,792	-		-	- -
Beginning Fund Bal.	548,799	633,170	680,510	456,202	456,202
**Total Available	3,304,713	3,338,094	3,316,307	4,256,451	2,784,505
Expenditures					
Personnel Costs	1,979,131	2,330,831	2,259,542	3,190,661	1,993,432
Current Expense	429,152	473,815	453,815	599,975	619,955
Capital Outlay	114,213	88,313	88,313	330,067	113,788
*Total Expenditures	2,522,496	2,892,959	2,801,670	4,120,703	2,727,175
Transfers	94,397	-	15,000	-	94,046
**Total	2,616,893	2,892,959	2,816,670	4,120,703	2,821,221
Staff					
Instructional FTE	69	79	77	89	61
Administrative & Other Professional	26	28	25	28	22
Support	95	116	109	116	89
Personnel Cost					
Instructional	1,012,811	1,223,329	1,237,896	1,616,140	1,024,318
Administrative & Other Professional	468,501	525,981	473,802	691,042	453,509
Support	481,089				

tallahassee community college

February 12, 1975

MEMORANDUM

TO: Dr. Fred W. Turner, President

FROM: Archie B. Johnston, Director of Institutional Research

SUBJECT: NCHEMS-WICHE IEP Seminar

The NCHEMS-WICHE Information Exchange Procedures Seminar was held in Tampa, Florida on February 11, 1975. A roster of attendees is attached with a copy of the agenda.

NCHEMS is attempting to develop a nationwide system of information exchanges to include Cost Analysis and Outcome Measures. The system is good and follows very closely what we are doing in Florida. According to the seminar leaders, Mr. Gamso and Mr. Haight, Florida is leading the nation in this area.

They propose establishment of a series of loosely grouped colleges who will agree to exchange cost analysis data in exchange for assistance from NCHEMS personnel. Such an alliance would entail some expenditures for computer programs and considerable time on the part of a coordinator with limited periods of travel. In return, institutions would obtain comparative cost and outcome data from member colleges.

Dr. William Odom may request permission for cost analysis data from our college to be used by NCHEMS to assist them in their development. As long as our college is not identified with the data, I see no reason why we should not help them, but that is the limit to which I believe we should cooperate.

Other than granting permission for the use of our data, I do not believe we should join the confederation. We are farther ahead in our cost analysis methodology than many colleges and would stand to spend much and gain little from such an association.

ABJ/gc

enclosures

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tallahassee community college

February 16, 1973

MEMORANDUM

TO: Dr. Fred W. Turner, President
FROM: Archie B. Johnston, Director of Research & Systems
SUBJECT: Cost of Shelving Library Books

The computations shown below are "quick and dirty" estimates but are probably within 15% of an accurate accounting. Miami-Dade JC is sending their procedures for determining like costs and we plan to develop comparable data. A related subject not covered in this memorandum is the cost of maintaining a book in the library once it has been shelved.

For 1971-72 at TCC:

Salaries (1 2/3 professionals, 2 3/4 non-professionals plus 11 work-study students)			49,048
Expenses			
Xerox	813		
Service Contracts	240		
Rentals	2100		
Binding	2045		
Educational Materials & Supplies	1185		
Office Materials & Supplies	1232		
			7,615
		Total	56,663

Books Purchased 4,905	
Cost to "shelve" each book ($56,663/4,905)	11.55
Average Cost of book ($28,416/4,905)	5.80
Total cost of book on shelf	$17.35

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February 17, 1975

MEMORANDUM

TO: Mr. Mack Rooks, Dean of Student Affairs

FROM: Archie B. Johnston, Director of Institutional Research

SUBJECT: Composition of TCC Graduating Class - Fall 1974

Degree	White			Black			Other			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Associate in Arts	85	49	134	5	4	9	1	0	1	91	53	144
Assoc. in Science	(1)	(4)	(5)	(0)	(1)	(1)	(0)	(0)	(0)	(1)	(5)	(6)
Civ. Engr. Tech.	1	0	1	0	0	0	0	0	0	1	0	1
Criminal Justice	0	0	0	0	1	1	0	0	0	0	1	1
Data Process	0	1	1	0	0	0	0	0	0	0	1	1
Secretarial Science	0	3	3	0	0	0	0	0	0	0	3	3
Totals	86	53	139	5	5	10	1	0	1	92	58	150

ABJ/gc

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February 19, 1975

MEMORANDUM

TO: Dr. James Umholtz, Physical Facilities Coordinator, Division of Community Colleges

FROM: Archie B. Johnston, Contact Person for Physical Facilities

SUBJECT: Estimated Costs for Projected Renovation Projects, 1975-76

The following rough estimates are submitted in support of our telephonic report earlier this date:

Facility	Project	Cost (est)
Administration Building	1. Convert [redacted] to Board of Trustees Conference Room	$ 5,100
	2. Convert supply room to Computer Center	7,500
	3. Recarpet portion of building	10,000
	Building Total	22,600
Faculty Building	Recarpet large classrooms	2,500
	Building Total	2,500
Fine Arts Building	Close in open hallways and repair broken wall	10,000
	Building Total	10,000
Science Building	1. Install master cut-off for gas and electricity in each of 4 laboratories ($1,250 each)	5,000
	2. Reinforce Archway supports	2,000
	Building Total	7,000
Library Building	1. Replace cracked sky-lights	12,000
	2. Relocate charging desk and check-out counters (major project)	5,000
	3. Relocate Reference Room door	500
	Building Total	17,500
Physical Education Building	Install classroom acoustics and carpeting	2,000
	Building Total	2,000

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Campus-Wide Renovations	1.	Patch and repaint parking lots	2,000
	2.	Reseal parking lot surfaces	5,000
	3.	Repair cracked sidewalks	1,500
	4.	Replace wooden handicap ramps with concrete	1,500
	5.	Test and balance air-conditioning and heating	40,000
		Activity Total	50,000
		Campus Total	$111,600

ABJ/gc

cc: Dr. Turner
Dr. Metcalf
Mr. Crews

tallahassee community college

February 20, 1975

MEMORANDUM

TO: Mr. Howard Crews, Academic Dean

FROM: Archie B. Johnston, Chairman, Program and Budget Committee

SUBJECT: New Course Proposal

The Program and Budget Committee at its monthly meeting on February 19, 1975, disapproved by a 7-2 vote the request from the Physical Education Department for approval of a new course entitled, LSP 102 Outdoor Recreation Activity.

It was the opinion of the committee that working students would find it difficult to take off the required two Saturdays or two week days during the term and also it would appear that the course might be rather expensive should a student attempt to become active in a number of the programmed activities.

ABJ/gc

cc: Coach Carl Nelson

encl: Course Request

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tallahassee community college

February 25, 1975

MEMORANDUM

TO: Mr. Howard Crews, Academic Dean

FROM: Archie B. Johnston, Director, Institutional Research

SUBJECT: Requirements for Science Laboratories

In response to our conversation of February 24, regarding the colleges which require laboratory experience as part of their general education requirements, the following chart is offered:

Notes: a. in some cases the science and mathematics requirements are combined and usually in the proportion of math 3, science 6, hours.

b. Some colleges do not require laboratory experiences, but recommend them to students planning to attend a university or college following graduation.

COLLEGE	Science Hrs. Required	Science Lab Required
Brevard	10	Yes
Broward	9	No
Central Florida	3	No
Chipola	6	No
Daytona Beach	12	No
Edison	8	Yes
Florida JC @ Jacksonville	9	No
Florida Keys	6	No
Gulf Coast	10	No
Hillsboro	5	No
Indian River	6	No
Lake City	10	Yes
Lake Sumter	6	No
Manatee	6	No
Miami-Dade	6	No
North Florida Junior College	6	Yes
Okaloosa Walton	8	Yes
Palm Beach	7	No
Pasco-Hernando	9	No
Pensacola	12	No
Polk	6	No

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COLLEGE	Science Hrs. Required	Science Lab Required
Santa Fe	9	No
Seminole	9	No
South Florida	7	Yes
St. Johns	8	Yes
St. Petersburg	9	No
Tallahassee	7	Yes
Valencia	6	No

Yes - 8
No - 20

ABJ/gc

tallahassee community college

March 5, 1975

MEMORANDUM

TO: Mr. Mack Rooks, Dean of Student Affairs

FROM: Archie B. Johnston, Director of Institutional Research

Archie B. Johnston

SUBJECT: Office of Civil Rights (OCR) Reports

At our meeting this morning we briefly discussed the attached report to Dr. William Odom.

A follow-up meeting will be held with Dr. Odom to amplify the contents of the report and bring out points developed by your staff. Among these points to be considered are:

1. Addition of white male and white female categories to OCR report.
2. Clarification of county of origin for
   a. Re-admitted students who are now out-of-state residents
   b. Students who graduated from high school many years ago (more than five?) and are now legal residents of Leon County.
3. Addition of reason for rejection of application to be printed on application and cut into control card (TCC local problem).
4. How to handle retroactive awards for financial aid, e.g., Basic Educational Opportunity Grants.
5. Notations that resources are limited at small colleges and collection and reporting of these data pose a hardship upon each college.

I suggest we get together again on this at an early date (Friday, March 7th?) and prepare a memorandum to Dr. Odom expressing our added concerns. Please advise me of the time and date best suited to your schedule.

Encl: "

ABJ/gc

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tallahassee community college

February 28, 1975

MEMORANDUM

TO: Dr. William Odom, Division of Community Colleges

FROM: Archie B. Johnston, Director of Institutional Research

SUBJECT: Civil Rights Compliance Reports

Attached are time and cost estimates for developing and processing certain Office of Civil Rights reports contained in your memorandum, subject as above, dated February 25, 1975.

Technically the reports will pose no major problem, costly but not major, and we can develop methods to obtain data required, but not presently collected. The procedures are electro-mechanical and can be done with present equipment.

I should like to point out several basic philosophical points which arise from these Office of Civil Rights reports. The mere fact that it is mechanically possible to comply with a reporting requirement does not relieve professional educators from resisting attacks upon the rights of the majority. Sooner or later we must take a stand.

Race Categories: The most obvious discrepency is the lack of identification of white americans. We report the number of black americans, red americans, yellow americans and brown americans yet lump white americans (who comprise the majority) into a category of "Other". Also in this polygot category of "Other" are black africans, yellow asians, brown latins and white europeans. It would appear to be far more logical, [redacted] to add a category of White Americans to this reporting system.

Racial Identification: We face a real danger of depriving our population of one of their basic identifications: race. In attempting to remove all vestiges of color from applications and indvidual identification we are trying to administratively make all individuals the same blank color. What happened to the Pride of the Red Man; Black Power; the Chicano? He is being lost in this faceless reporting system. We are trying to deprive him of any pride in his heritage so that he may become one of the faceless mob. Can't anyone see what that will do to a nation? Must we destroy ethnic pride and tradition just to satisfy a minority of destructive individuals who feel a misplaced sense of guilt at being born white americans?

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Subjugation to Federal Control: Basically as a free individual, I resent being coerced into making a report which has no positive foundation. Essentially, we are being required to spend money to produce a report which, if we do not produce in such a manner as to meet certain unspecified standards, could result in withholding of federal funds, thereby, compounding our problems. The philosophy which underlies the OCR seems to be a punitive nature and they appear to be attempting to regulate rather than assist educational institutions. Another example of this form of coercement is illustrated by a recent action by a related section of the Health Education and Welfare reported in Hospital Week Vol. 11, No. 8, (Feb. 21, 1975) "Seven nursing home and hospital associations in New York State have been requested by Robert P. Whelen, M.D., acting health commissioner, to voluntarily disclose by February 28, how they spend their income. . .The department expects cooperation from the associations, but the spokesman said, 'we suspect if we don't get cooperation the legislature will give us the authority' to obtain the information". What a revelation of bureaucratic thinking.

Reporting Expense: Both statewide and nationally, we are in a critical economic period. We are being forced to cut back personnel and course offerings, yet at this time we are being subjected to additional reporting requirements by the Office of Civil Rights. The several thousands of dollars by each college across the nation is a very definite drain upon our dwindling resources. These monies must be taken from our academic programs in order to satisfy a federal governmental supposition of wrongdoing. Our students would fare far better with these monies being spent in the classroom.

In conclusion, we can and will provide the required reports. It is noted that these eleven reports, with attendant expenses, are in addition to existing reports. It should also be made a matter of record that this reporting requirement and its implications are considered, at least by this reporter, to be not in the best interest of the student, institution, Office of Civil Rights , or our national philosophy.

Disclaimer: The opinions contained in this report are the personal opinions of this research writer and do not necessarily reflect the opinions of this college.

Cost estimates for OCR Reports:

Totals	Man-Hours	Dollar Cost
Initial year	215.80	$2,944.00
Subsequent Years	129.00	$1,475.00

CIVIL RIGHTS COMPLIANCE REPORT

OCR 1000 A1a, 1b, 3&4 Employee Data Bank	Persons	Hours	Man Hours	Average $/Hr.	Total Cost	Remarks
Develop Format	3	4	12	25	300.00	
Print Collection Inst.	1	.20	.20	5	1.00	
Collect & Verify Data	1	12	12	10	120.00	
Key Punch & Verify Data	1	.25	4	5	20.00	
Write Programs & System	1	25	25	20	500.00	
Computer Time	0	.30	1	100	100.00	
Supplies	0	0	0	5	5.00	
Reporting Data	1	.10	3	25	75.00	
Totals			57.20		1121.00	

REMARKS:

These cost data are for initial year operation.

Much of these data are presently available but are in hard copy form distributed through several administrative offices. It will be necessary to develop a new system of data collection, storage. process, retrieval and presentation. Once the initial reports have been developed it will be necessary to update monthly and at such times as personnel changes are effected.

Providing OCR makes only minimual changes in theor reporting requirements, annual costs, subsequent to the initial year, should approximate $325.00

Validity of the data provided through this report could be considered very high.

Do we report part-time faculty who were out one semester because their specialty is only offered at certain annual periods? What about regular faculty who were not hired for summer contracts but come back in Fall? Some faculty are available only for summer terms and not during regular semesters. The foregoing categories will be reported each year and will tend to skew overall evaluation of responses.

Does OCR 100A3 include Part-time employees?

Where on OCR 1000B4 do we report faculty who receive an increase in pay because of having earned a higher academic degree? Our salary is based upon academic degrees.

OCR 1000 B1 Student Entry Data	Persons	Hours	Man Hours	Average $/Hr.	Total Cost	Remarks
Develop Format	3	3	9	20	180	
Print Collection Inst.	1	.20	.20	5	1	
Collect & Verify Data	1	45	45	3	135	
Key Punch & Verify Data	1	.25	4	5	20	
Write Programs & System	1	25	25	20	500	
Computer Time	0	.30	1	100	100	
Supplies	0	0	0	5	5	
Reporting Data	1	.10	3	25	75	
Totals			87.20		1016	

REMARKS:

These cost data are for initial year operation.

Very little of these data are available for admissions of students who do not enroll. It will be necessary to develop a complete system of data collection, storage and reporting for that stage of student entry. Much of the enrollment data are available but will have to be programmed for processing out of the present system of reporting and into unique OCR reports.

The cost figures above should be considered conservative.

After the initial year, the annual cost will continue to remain high since these data must be collected constantly throughout the year to account for students entering short courses between normal semesters.

Annual costs, subsequent to initial operation, and providing OCR changes are kept to a minimum, should approximate $750

Validity of this report is high for those enrolled but suspect for individuals who made application but did not submit registration data as verification.

The use of seperate forms to collect sex and race is a subterfuge; any competent researcher can code a form (watermarked paper for an extreme) if he really wants to know sex and race. Therefore, let us be honest and collect the data on an application form and if the applicant doesn't want to complete that portion he can leave it blank and we will report "unreported". Same comment is true for all OCR forms.

OCR 1000 B3 Financial Assistance	Persons	Hours	Man Hours	Average $/Hr.	Total Cost	Remarks
Develop Format	2	3	6	20	120	
Print Collection Inst.	1	.20	.20	5	1	
Collect & Verify Data	1	45	45	3	135	
Key Punch & Verify Data	1	.25	4	5	20	
Write Programs & System	1	5	5	20	100	
Computer Time	0	.30	1	100	100	
Supplies	0	0	0	5	5	
Reporting Data	1	.10	3	25	75	
Totals			64.20		556	

REMARKS:

These cost data are for first year operation.

Some of these data are presently available in hard copy form divided between several offices. It will be necessary to develop a system of data collecting processing and presentation using an electronic computing system. Once the initial reports have been completed it will require updating several times during each semester and an annual presentation. Annual costs, subsequent to the initial year, and providing there are minimal changes to the requirements by OCR should be approximately $300 per year.

Validity of this report can be considered very high as it is dependent upon applications submitted and awards made which provide an audit trail. Data presented by an individual related to causes and effects are highly suspect as they are subjective remarks by the individual concerned.

There are too many variables to make an intelligent attempt to reason why an applicant did not enroll. He may have been offered more financial assistance at a different institution and should this be the case one might hope OCR would provide the losing institution with additional grant funds. How about the many students who refuse Work/Study funds because they want Grants without work? Do we record only those students who complete their applications forms, correctly, completely and on-time?

OCR 1000 B6 Student Progress	Persons	Hours	Man Hours	Average $/Hr.	Total Cost	Remarks
Develop Format	1	2	2	25	50	
Print Collection Inst.	1	.20	.20	5	1	
Collect & Verify Data	0	0	0	0	0	
Key Punch & Verify Data	0	0	0	0	0	
Write Programs & System	1	1	1	20	20	
Computer Time	0	.30	1	100	100	
Supplies	0	0	0	5	5	
Reporting Data	1	.10	3	25	75	
Totals			7.20		251	

REMARKS:

These cost data are for initial year operation.

Much of these data will become available through present grade reporting procedures and it will be necessary to do very little programming to obtain the data in the required OCR format. It will be necessary to develop a report format and a magnetic file to store semester data awaiting annual presentation.

Annual costs, should OCR changes be kept to a minimum should approximate $100

Validity of these data could be considered very high as it is dependant upon recorded progress not individual statements. Audit trails are available.

What is the relationship between Unclassified students and Progression ...?(p. 10) If X number of students enroll as Unclassified in Real Estate and none in Banking then next year 2X enroll in Banking and .5X in Real Estate what have we shown other than an increase from 1X to 2.5X in Unclassified? What does this indicate on a local, state or national level?

OCR 1000 B 6 Student Progress

	PROGRESSION - 1st to 2nd Year
Male, Female, Total	✓
5 Race Categories	✓
(A) NR of 1st Year Students	✓
NR of 1st year who advanced to 2nd year	✓
Percent of Above	✓
NR (A) Still in 1st Year	✓
Nr (A) Not Enrolled	✓
(B) NR Final Year Students	
NR (B) Compl. All Grad. Reqts	
Percent of Above	
NR (B) Enrolled in Following Yr. to Complete	
NR (B) Not Compli & Not Enrolled	
NR Enrolled in Base Year	
Re-enrolled Following Year	

Progression FINAL YEAR TO GRADUATION	UNCLASSIFIED
✓	
✓	
✓	
✓	
✓	
	✓
	✓

Reference OCR 1000B5: This form is related to student's failure to return to the reporting institution. The data obtainable for this report is not only highly suspect, it can be misleading. It would be prohibitively expensive to vocally contact each individual who does not return at the end of an academic term. Students are voluntarily enrolled in higher education institutions and, therefore, cannot be required to submit to an exit interview: many merely no longer come to class.

A mail survey is misleading in that an individual who is dissatisfied with an institution will not bother to explain his withdrawl actions and in all probability will destroy the communication without response. In general, there are always individual exceptions, mail surveys provide an assist to the ego of the institution, as the respondent almost always liked the college and his responses will all be positive.

Finally, what does the Office of Civil Rights plan to do to help the institution overcome any adverse comments which may be made by respondents? Will we be awarded more money for student assistance in the form of grants? Will we be provided with additional funds to lower the student-teacher ratio? What positive action is contemplated by the Office of Civil Rights?

Validity of Drop-out data is very low and highly suspect. Information is reported by the affected individual and is dependent upon his emotional state of mind rather than upon demonstrative facts. How will the reporting institution verify whether "financial reasons" were not included in "Personal decision by the student"?

General Instructions and Definitions: "Eleven separate subject matters" in addition to the present reporting system and no funds are earmarked for such a project whhic is a purely minority directed, administrative non-academic requirement.

What data will be required for OS-10 and OCR 1000B4 and if OS-10 duplicates any OCR reporting data, as inferred, why recollect the data?

tallahassee community college

March 10, 1975

MEMORANDUM

TO: Dr. William Odom, Division of Community Colleges

FROM: Archie B. Johnston, Director of Institutional Research

SUBJECT: Addendum to Office of Civil Rights Report Memorandum

RE: Memo, this office, dated 2/28/75 subject, "Civil Rights Compliance Reports".

The remarks contained herein are reflective of the opinions of our Office of Student Affairs and should be added to the reflections contained in above reference memorandum.

In General:

1. It is suggested that field representatives from the Office of Civil Rights, through on-site physical inspection and interrogation of students and faculty, identify those public institutions which appear to be operating in a discriminatory manner and require only those institutions to complete these reports. Under the present and proposed system, institutions which are in compliance with civil rights regulations are being forced to spend time and money, much needed in the academic areas, to complete reports which serve no positive end.

2. OCR personnel would probably obtain more accurate information by surveying populations of individuals who applied for college admission, or employment, but did not attend or become employed, for reasons why rather than asking institutions these questions. Going to the source, in this case the applicant, may produce more accurate information and data which would be less suspect of bias.

3. Since this identity and civil rights struggle will not be solved in the coming year, or probably decade, it is strongly suggested that the OCR settle on what information they want, work out the collecting and reporting problems with the colleges concerned, then establish a base year after the "ground rules" have been established. Requiring institutions to go back in time to collect data will inevitably establish a poor base year from which to start measurements. Delay of one or two years will not cause irrepairable damage to the program and it will provide a chance for methodical information gathering. It is suggested that the base year be Fall 1975 at the earliest. By that date, we should all have had an opportunity to establish accurate reporting procedures.

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Specific Report Concerns:

OCR 1000 B1: "In District" would appear to be more meaningful than"In County" if we ever elect to begin enrollment limitations. Likewise, "county of legal residence" would provide mobility data and also coincide with the present basis for fee assessments for "in-state" or "out-of-state".

OCR 1000 B3: Since loans and grants may be awarded retroactively, it is suggested that a reporting cut-off or "as of" date of October 1 be established.

OCR 1000 B6: Report must include part-time and full-time students as a single entry so it must be realized that a large number of students will not progress at a "normal" two-year-to-graduation pace. Does "Unclassified" include those with baccalaureate degrees who are enrolled in a two-year degree program e.g., Nursing?

ABJ/gc

cc: Mr. Rooks

OFFICE OF INSTITUTIONAL RESEARCH

tallahassee community college

March 26, 1975

General Policy for Budget Decision Making

The plan herein described is a guide for operation of this college under the austerity measures necessitated by stabilization or reduction of state appropriations. Actions necessary to remain within our allocated budget must be considered in respect to their effect upon the long-range goals of our institution. At this time of reduced revenues, particular care must be taken not to yield to panic or undue pressures which might cause us to undertake precipitous action which could have long lasting detrimental effects.

Equal Access - Equal Opportunity: We shall continue with our commitment to the achievement of established goals for equal access/equal opportunity. Any reduction in force which may become necessary will assure that minority representation does not suffer. As a matter of practice, and all other factors being approximately equal, decisions dictated by budgetary restrictions may well increase minority representation on a campus-wide scope.

Equalized Enrollment: The legislative intent to equalize enrollment on a year around basis is recognized by this plan. However, unless the legislature is willing to prove its commitment to such a concept by the allocation of "fail-safe" funds to insure the college against financial loss should the final term of enrollment not reach expectations, the well being of the student body and its supporting personnel must receive priority consideration. We cannot reasonably be expected to expose the college in general to financial loss merely to meet an unsupported legislative intention.

Student Enrollment: The basic mission of the community college system is to bring higher education within the reach, financially and physically, of the maximum number of Florida's citizenry. We, at this college, will provide service to the maximum number who apply to our college until it is no longer financially feasible. It is not the intent of this plan to reduce the salary benefits to any of our employed personnel although we may not be able to maintain salaries increases commensurate with the annual rise in cost-of-living.

Student Enrollment Priorities: Distasteful as it may be, and contrary to our long established policy of an "Open Door", we may be forced by budgetary constrictions to limit our enrollment. If such be the case, it is necessary that the following enrollment priorities be established and observed.

Priority One: Those continuing students who need 15 or fewer semester hours to qualify for graduation.

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Priority Two: Those returning students who need 15 or fewer semester hours to qualify for graduation.

Priority Three: Those continuing students who need 16 to 30 semester hours to qualify for graduation.

Priority Four: Those returning students who need 16 to 30 semester hours to qualify for graduation.

Priority Five: Those continuing students who need 31 or more hours to qualify for graduation and are enrolled in a Vocational, Technical or Occupational program.

Priority Six: Those continuing students who need 31 or more semester hours to qualify for graduation and are enrolled in a College Transfer program.

Priority Seven: Those returning students who need 31 or more semester hours to qualify for graduation and are enrolled in a Vocational, Technical or Occupational program.

Priority Eight: Those returning students who need 31 or more semester hours to qualify for graduation and are enrolled in a College Transfer program.

Priority Nine: Those students regardless of program who are applying for admission to Tallahassee Community College for the first time and are residents of Gadsden, Leon or Wakulla counties.

Priority Ten: Those transfer students who are now residents of Gadsden, Leon or Wakulla counties.

Priority Eleven: Those students who are residents of out-of-district counties, but are residents of Florida.

Priority Twelve: Those students who are residents of the United States, but from some state other than Florida.

Priority Thirteen: Those students who are applying for programs classified as Community Instructional Services (CIS).

Priority Fourteen: Those students who are residents of foreign countries.

Program Priorities: Our college is situated in a community which obtains heavy support for Community Instructional Support from sources outside the college. The Tallahassee City Recreation Department has a nation-wide reputation, gained through televised appearances of the Tumbling Tots, for a superior program of low-cost, but high activity community service programs. We are also within three miles of two major public universities both of which have a wide offering of continuing educational programs. We share physical location with the Lewis B. Lively Technical School which is a public post-high school institution whose major emphasis is to provide adult and continuing education to the community.

In view of the number of institutions which are competing for community services, we can best fulfill our role of providing college level occupational programs and college transfer programs and in general, leave the community service programs to those above mentioned institutions. As a consequence our established program priorities are:

Priority One: College level Vocational, Technical and Occupational programs which result in either an Associate in Science Degree, an Associate in Arts degree with concentration in an occupational field, or a Certificate of Proficiency in a vocational, technical or occupational area.

Priority Two: Programs which result in award of an Associate in Arts degree.

Priority Three: Programs of a remedial nature to prepare a student for study and participation in a college milieu.

Priority Four: Programs which are non-college credit, do not lead to award of a certificate or degree and are non-reimbursible from state funds: generally termed as Community Instructional Services (CIS).

College Level Examination Program (CLEP): The use of CLEP subject and general examinations will be encouraged as well as other recognized means of obtaining external credit. It is the philosophy of this college that education does not have to take place in the classroom and that a student should not be required to spend time or money in the pursuit of knowledge which he has obtained from some other source.

Internal Economies: Members of the Program and Budget Committee in concert with members of the Long Range Planning Committee will continually scrutinize, and annually report on, measures which may be taken to increase our immediate economic efficiency without endangering our long range goals. Suggestions for internal economies will be forwarded to the Program and Budget Committee where they will receive formal study by the committee membership which includes both faculty and administrative personnel. Recommendations of the Committee will be forwarded to the Steering Committee of the Senate for coordination prior to submission to the college administration. The caveat is repeated regarding panic activities in response to short range pressures.

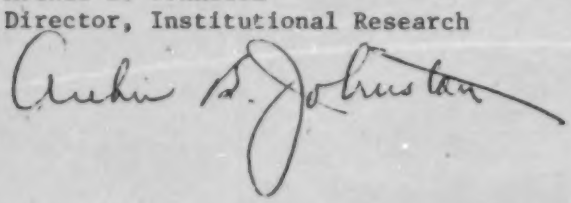
Fees and Fee Waivers: The use of increased fees should be considered as a last resort measure when all other resources have been consumed. To increase the financial burden on a student in a time of economic depression would appear to be counter-productive. On the other hand, fee waivers should be eliminated or drastically curtailed. Fees for in-state, regardless of county of residence, will be set below the state allowable maximum. Out-of-state fees may be increased to the maximum which will also act as a means of controlling enrollment. As a general policy fee waivers are granted only to full-time employees and are limited to one course per semester.

External Requests and Projects: Certain activities beyond the academic role of the college which are requested, but not specifically funded by outside agencies will be deferred until the present economic crisis is past. At that time each requested activity will be carefully studied to determine its priority to the mission of our college before it is resumed. In general, if an outside agency considers a project worth undertaking, the agency should also consider it worth specifically funding.

The use of cost analysis is essential to proper budgeting and must be continually refined to assure that all colleges are classifying revenues and expenditures in a corresponding classification structure to permit cost comparisons. Consequently, the state wide refinement of these procedures is considered as an exception to the rule.

The other exception is a Planning, Programming and Budgeting System. At a time of economic distress it is essential that an institution or an agency utilize a far-reaching plan to insure against short-term economic measures with long-lasting undesirable consequences. Activities must be placed into priorities so that in the event adequate funding is not received, the lowest priority activity may be eliminated first. Reporting procedures can be integrated into a system which reduces individual participation and often are simply a matter of retrieving information already on file. In a time of luxury such a plan may lose its signficance, but in these economic stress times a PPBS is essential for planned orderly growth and responsible fiscal management.

Archie B. Johnston
Director, Institutional Research



tallahassee community college

April 1, 1975

MEMORANDUM

TO: Mr. Howard Crews, Academic Dean

FROM: Archie B. Johnston, Director of I/R

SUBJECT: Teacher Evaluations

There's nothing unique about completing a job and then asking oneself how well the job was done with a probable mental promise to do better next time. We rarely hesitate to voice our opinions of our associates strong or weak points and we daily evaluate our assistants. The commonalty in all these performance evaluations is that they are conducted mentally, subjectively, and without a standard measure.

When we are asked to reduce these actions to writing and develop an objective evaluation system, it is comparable to braiding our own noose. Still, without such an objective system put into practice, our profession as it exists today would be unable to function. Students are promoted to higher levels and are awarded academic rewards or defeats strictly on the basis of a teacher controlled written system of grades.

Four groups immediately concerned with our teaching profession are; students, faculty, administrators and support personnel. We, presently at this college, have evaluation forms in varying degrees of adequacy for each of these groups. We have continually refined our system of grading students and it is now necessary that action be taken for updating the other evaluation instruments and procedures. In these times of Affirmative Action and Collective Bargaining it behooves us to perfect our personnel policies.

Evaluation of support personnel is annually conducted by the immediate supervisor of each employee. However, many supervisors believe that if their personnel are not rated excellent or superior it may be a reflection upon the efficient operation of their office. Perhaps a peer rating might be tested to measure how well the employee gets along with others at his or her level. Regardless of the form used, more than a single source should be obtained for evaluations.

The present system of rating administrators needs revision and is undergoing study by several committees and agencies. Hillsboro Community College has been using an administrative evaluation for several years and this office has a copy of their criteria and a computer printout of an annual rating. The subject of administrator evaluation is a topic to be discussed at the end of this month in the Association for Institutional Research Forum at which I will be in attendance.

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Division Directors now provide an annual evaluation of their faculty, but once again reliance is being placed upon a single instrument and the voice of the student body is being overlooked. A faculty committee is studying possible student evaluation of teachers, but I understand administration of the instrument is again delayed. It would be more fair to the individual teacher to have more than one source of rating to avoid introduction of the very human trait of bias. It is also unlikely that any single source can perceive every angle of quality so the more sources, the more valid and reliable the evaluation.

Finally, the Florida Legislature has passed a requirement for evaluation of all university faculty and this year have ammended the Bill to increase emphasis upon the art of teaching. It is only a matter of time until a similar requirement will be placed upon the community colleges. We now have an opportunity to braid our own bridle before someone else braids a noose.

This office has considerable materials, good and bad, on evaluation instruments and results and I would be very happy to prepare a study to assist any faculty or administrative committee in their deliberations. Please call if I may be of assistance to any individual or group.

ABJ/gc

tallahassee community college

April 10, 1975

MEMORANDUM

TO: Mr. Howard W. Crews, Academic Dean

FROM: Archie B. Johnston, Director of Institutional Research

SUBJECT: Proposed Reduction in Part-time Salary Schedule

One of the savings proposals under consideration by the Program and Budget Committee is a reduction in the salary schedule for part-time instruction. From a limited check of the part-time pay schedules of Florida's 28 public community colleges it appears we pay a considerable amount above the average. It is difficult to draw an accurate comparison since many colleges have unique schedules and it was necessary to make an approximate conversion to a semester hour basis to permit comparison with our system. Hourly rates were multiplied by 48 (3 hours per week for 16 weeks per semester) to approximate a semester rate.

Summary data for all colleges are:

	Statewide			TCC			Difference (+)		
Level	BA	MA	PhD	BA	MA	PhD	BA	MA	PhD
Range	336-750	336-825	336-915						
Median	528	600	684	750	825	900	222	225	216
Mean	531	588	657	750	825	900	219	237	243
Mode	480	600	720	750	825	900	270	225	180

If we reduced our part-time salaries by $50.00 per semester hour we would still be above the state averages and effect a savings of approximately $26,000 for the Fall and Winter terms (assuming last year to be an average year). Summer was not included in these calculations since a different system of payment is used in many instances during that term. Even assuming the small savings of $9,000 we would effect an annual savings of approximately $35,000.

A comparison of present and proposed salary schedules and the resulting savings:

Level	Bachelor Rate per		Master Rate per		Doctorate Rate per	
	Hour	Term	Hour	Term	Hour	Term
Present	250	750	275	825	300	900
Proposed	200	600	225	675	250	750

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Savings if the above reduced salary schedule has been in effect 1974-75:

	Bachelors		Masters		Doctorate		Total	
	Hours Taught	Dollars Saved	Hours Taught	Dollars Saved	Hours Taught	Dollars Saved	Total Hours	Dollars Saved
Fall (1974)	76	$3,800	163	$8,150	20	$1,000	259	$12,950
Winter (1975)	63	3,150	185	9,250	14	700	262	13,100
Total	139	$6,950	348	$17,400	34	$1,700	521	$26,050

Quite a number of the colleges pay less for teaching non-credit courses and also a number have a different salary schedule for regular teachers who are teaching an overload. Generally these amounts are less than regular annual contract payments. A lower scale is paid to those specialists who do not have an earned Bachelor's degree.

Considerable complaints may be anticipated from part-time teachers who have been teaching almost every term. However, the pay received from this service is, in many cases, a salary supplement and will not leave the teachers without employment of any sort. A letter explaining the financial situation should be sent to each teacher who is presently teaching on a part-time basis and to new applicants.

Recommendation: Recommend that effective with the start of Fall semester 1975 remuneration for each semester hour taught on a part-time basis be as follows:

Teacher with a Doctorate, or equivalent	$250.00 per semester hour
Teacher with a Master's, or equivalent	$225.00 per semester hour
Teacher with a Bachelor's, or equivalent	$200.00 per semester hour

ABJ/gc

MEMORANDUM

April 16, 1975

TO: Mrs. Sylvia DeLoach, Director of Counseling
FROM: Archie B. Johnston, Director of Institutional Research
SUBJECT: Twelfth Grade Test Scores Analysis

The data shown below were abstracted from the Floride Twelfth Grade Test (FTGT) administered by the State of Florida in October of 1974 in the three county area which supports our college.

From time to time we speculate about the possibility of initiating an honors course or honors sections in some of our academic areas. The FTGT results were analysed to estimate the size of a possible population for prospective honors programs. Many of the students will not be enrolling at TCC but it does give us a maximum size for a prospective group.

High School	Number Tested	Scored 450 or above Number	Scored 450 or above Percent	Scored 400 or above Number	Scored 400 or above Percent
Chattahoochie	63	2	3.17	5	7.94
Wakulla	68	1*	1.47	2	2.94
Greensboro	46	0	0.00	0**	0.00
Havana	110	2	1.82	10	9.09
Munroe	41	11	26.83	21	51.22
Shanks	172	4	2.33	9	5.23
McClay	20	5	25.00	12	60.00
Fla A&M High	46	0	0.00	1.	2.17
Godby	368	17	4.62	57	15.49
Rickards	318	4	1.26	21	6.60
Leon	461	39	8.46	115	24.95
FSU High	87	7	8.05	21	24.14
No Fla Christian	60	8	13.33	15	25.00
Total	1860	100	5.38	289	15.54

* Scored maximum of 495
** Highest score was 327

MEMORANDUM April 25, 1975

TO: Dr. Richard Metcalf, Dean of Administrative Services
FROM: Archie B. Johnston, Director of Institutional Research A.B. Johnston
SUBJECT: Savings on Reproduction Equipment

Several suggestions for possible savings during the coming year.

We in the Administration building, and I'm one of the most guilty, use the Xerox machine far too much. It is close at hand, simple, neat, quick, clean - and expensive. Also unsupervised.

Dorothy Creel assures me that we can get copies from her shop in approximately 20 minutes and she can maintain control for accounting purposes.

With Xerox at 5¢ per copy and off-set at 1¢ plus 8¢ per master, the break-even point would appear to be about 10 copies. We should investigate the possibility of placing a mechanical limit of 10 copies on the Xerox and encourage users to take their business to the Faculty Secretary. We could save approximately 50% of present costs.

A second area is in the use of Bond paper. Much of our work is originally done in draft form or on an original which will be reproduced in a number of copies. At the present time, most paper in the administration building is of a rather expensive Bond type(Rag)

Mr Hartwell Livingston "Skip" uses a type of Bond paper which is not "Rag" Bond and produces excellent results. If we could get Mr Larry McInerny to order this type for use in the administratiion building we would reduce our expenditures for paper by almost 50%.

I know these measures may cause some inconvenience, but we may be reaching a point of balancing time against dollars with dollars on the heavy side of the scale.

tallahassee community college

May 5, 1975

MEMORANDUM

TO: Dr. Fred W. Turner, President

FROM: Archie B. Johnston, Chairman, Program & Budget Committee

SUBJECT: Proposed Committee Composition: Academic Year 1975-1976

As a result of our conversation Friday, May 2nd regarding Dr. Mark Dougherty's evaluation of the effectiveness of the Program and Budget Committee during its initial year of operation, I think it appropriate to list some of the positive accomplishments of this committee.

One of the earliest charges to the committee was for it to make recommendations on requested changes to the curricula of the college i.e., should a division director wish to add a new course, reinstate a former course or make a major change in an existing course the request was to be considered by the committee in respect to its effect upon the college budget.

A total of 24 proposed courses or course changes were reviewed in detail and approvals recommended for 15 and the remaining 9 were disapproved. Several of these meetings involved personal interviews with the respective department or division leader. I think it noteworthy that 9 requests were disapproved: as opposed to the former curriculum committee which passed all requests without regard to course proliferation.

Secondly, it fell to this committee to establish a series of deadline dates for consideration of new courses in order that they might be ready for inclusion in the coming catalog as well as being accepted as part of the college curricula. These courses had to be considered in relation to their effect upon the college budget which was required earlier than we had anticipated. The new timetable for 1975-76 is more realistic.

Thirdly, the committee reviewed the college budget for the previous year and began recommendations for the coming year. Unfortunately, our Winter Semester ends prior to the conclusion of legislative action so no firm recommendations have been made. The committee is scheduled to meet the week following the close of the legislative session, so it may still be possible to make concrete recommendations for the coming annual budget.

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Fourthly, the collective efforts of the committee produced a total of 23 recommendations for reducing expenditures in the college. If these recommendations are accepted by the Administrative Council, this college will see a minimum savings of $83,000. Several of these savings procedures can be continued each year with a appreciable cumulative reduction in expenditures. I do not know of another committee in this college which has made a similar contribution to the overall efficiency of TCC.

Finally, and probably most important, this committee has provided visibility of administrative actions to the faculty. By having 10% of the full-time faculty actively involved in making budgetary recommendations, it is only a matter of a short time until all of the faculty are made aware of the financial condition of the college and of the cooperative efforts made for the good of all. I have mentioned this fact at a number of off-campus meetings and my audiences have always responded with envy for the openness of our operations. Our administration at TCC has earned a reputation for candor and fairness and we must continously strive to retain this attribute.

Recommendations:

For the coming academic year, there are a few changes I would suggest as a result of our experiences this year. The composition and administrative-faculty balance of the committee was numerically correct, but the campus-wide representation was weak. The nine positions recommended and logic for same are:

Administrative Representatives

(1) Dean of Instruction - necessary to provide guidance for the Program portion of the committee charge.

(1) Dean of Administrative Services - necessary to provide guidance for the Budget portion of the committee charge.

(1) Program & Budget Coordinator - necessary to provide coordinative action for preparation of the Program Budget of the College. Also, provide budgetary backup in the absence of the Dean of Administrative Services.

Faculty Representatives

(4) Representative member from each of the four academic divisions. The present committee has two members from the English Department, two from the Social Science Department, one from Business and one from Science.

(1) Learning Resources Center - since this area academically supports most of the college and has a controversial share of the budget, they should be represented by a member with faculty status.

Other Representatives

(1) Classified Personnel - the support portion of our budget is growing larger each year and support activities should be represented by a knowledgeable member, preferably someone from the Business Office, to consider their interests.

(0) Student body - I do not believe any student who is on campus for a period of two years or less, can grasp the long-range aspects of Program and Budget work to the extent required for meaningful participation.

Chairman of the committee should be elected annually by the membership of the committee and should not serve more than two consecutive terms.

A committee composed as above, with an annual change of 50% of its membership would provide continuity and direction to this most important area of our college operation. In recommended dollar savings alone, the committee was highly effective during its initial year of operation. I would be sorely disappointed, as would those other members who worked so well this year, to see the committee debilitated with so little apparent positive considerations.

tallahassee community college

May 5, 1975

MEMORANDUM

TO: Dr. Fred W. Turner, President

FROM: Archie B. Johnston, Director, Institutional Research

SUBJECT: Report on 1975 Annual Conference of the Association for Institutional Research

The 15th Annual Forum of the Association for Institutional Research was held from April 28th through May 1, 1975, in St. Louis, Missouri. I attended as a representative for Tallahassee Community College.

In general, I felt this conference was not up to the standard of that held last year and I rather doubt that the benefit we gained was worth the money and time we expended. There were approximately 575 attendees and the number of the sessions would have well over 100 in the audience. Too often the presenter either did not have a copy of his paper available for presentation or there were insufficient number of copies and his audience was obligated to take notes rather than to follow a paper. Many of us must now write to the individual author and ask for copies of his paper. All papers will be published, but it will be several months before copies are available.

Monday, April 28th, 1:30 p.m. - 3:00 p.m. Opening Session. Dr. Lyman A. Glenny in his keynote address asked the question, "What will the future look like in the field of Education?". In general, he felt that the President's of universities are facing the future with optimism, the public attitude is to want more for less and the challenge to Institutional Researchers is to provide data to support the present declaration of what they are already achieving. He stressed the point that adult education is on the rise and that the college of the future must be more concerned with adult education.

3:30 p.m. - 5:00 p.m. Dr. Warren Bryan Martin, Vice President of the Danforth Foundation, gave a presentation which was far and above the mundane experiences of most of us in Institutional Research. His delightful presentation was truly thought provoking and was directed in the main to professional developmental programs. His three levels were; (1) the institutional plane at which level the institutional research deals with institutional accountability,(2) the individual plane in which IR should help the faculty understand themselves in terms of human development by becoming a role model for the aspects of human studies similar to the propositions put forth by Dr. Levenson of Yale University.

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(3) the ideational level which he claims should be the main area for IR work. Dr. Martin said the three issues to be faced were (1) authority of the individual and how can IR qualify the authority of an individual, since individuality (according to him) is not the goal of life. (2) quality and its concommittant standards; he accuses the school system of trying to make everybody a winner, while he feels that there are really no winners and no losers. He is interested in trying to determine what constitutes quality now. (3) pluralism and its concommittment freedoms: What are the true limits of egalitarianism and pluralism? Are they the same or are they enemies? Are we talking about truth or truths; certainty or certainties? He claims IR should work with the faculty to develop a new general education which should be a conspiracy of conscience. We should go against the tide and attempt to get beyond quantification into qualification. He claims that egalitarianism is a direct conflict with a knowledge elite and that our faculty are too often immobilized, they can't take sides because they don't know enough or they won't take sides. He quoted several times from the British educational system with quotes such as, "New ways - not old ways - must justify themselves", and "when it is not necessary to change, it is necessary not to change".

In summary his charge to IR was to develop instruments of measurement, new levels of meaning, new innovations in curriculum and a definite corelation between the goals of general education and the goals of society. As I said, this was the most enjoyable session of the four days and the only one in which the basis of conversation was more than trivia. Unfortunately most of our time must be dedicated to accounting for our past and present which leaves too little time to plan for the future.

7:00 p.m. The speaker for the buffet was local radio personality, Bob Hardy, and his presentation was very positive. He pointed out that too often news commentators look on the negative side and gave such examples as, 5% of the students are on drugs, but no one mentions that 95% are not on drugs, that there is an unemployment rate of 8% which means that 92% of the country is employed, etc. A good positive presentation.

Tuesday, April 29th, 9:00 a.m. - 10:00 a.m. Presidential Address Dr. Lois E. Torrence, President of AIR, gave a rather light talk of the art of the state, but really had little bearing on the mission of the forum. However, she did mention that the U.S. Office of Education is coming out with a new set of Consumer Protection Laws which could have a very definite effect, in a negative sense, for higher education in that it will require educators to prove that they are doing something rather than others attempting to prove we're not.

10:30 a.m. - 12:00 noon. Teacher Course Evaluation, according to Doris-Jean Burton, the problem is one of how to get a sharp distinction between the top and bottom rated teachers. Many instruments do make it possible to determine the top 5% of the teachers and the bottom 5% of the teachers, but the 90% in between are often indistinguishable one from the other. She did find the interesting conclusion that if students are enthusiastic about the subject matter the instructor gets a high rating with the converse being true, They found that at Indiana University grade point averages had no relationship to the ratings and the grading practices of the instructor had no relationship to the ratings. In other words, the students were sharp enough to see beyond theatricals of the instructors. This does speak well for a student rating of the faculty.

I left the Teacher Course Evaluation after Dr. Burton's paper, and attended the meeting on Institutional Studies of Attrition, and arrived in time to hear Dr. Harry J. Knopke, from the University of Wisconsin speak on Student Attrition. They studied the program of Student Attrition in the Wisconsin Madison School of Nursing over a six year period and developed a model to predict Student Attrition. In general, they found they could identify the trends and attrition as follows: their average yearly rate attrition was 19% with the largest percentage of student withdrawals being comprised of the second semester sophomores and second semester juniors. The average 7% attrition occurred in the first semester and 14% in the succeeding semesters. Major reasons given by students for leaving school were changes in career plans, difficulties with one or more courses in the basic science component, perceived inability to work with sick people, and difficulty in adjusting to the school or the campus. Failing to maintain an adequate grade point level also characterized a significant percentage of the students leaving school. The focus of this paper is rather narrow, and its applicability to a community college is questionable.

Matthew W. Steele. from the University of Miami gave a paper on "The Correlates of Undergraduate Attrition at the Univesity of Miami" but his paper really contributed very little new knowledge and he did not have a copy for distribution. I'll write for a copy of his instrument.

1:00 p.m. - 2:30 p.m. Institutional Finance and Budget Analysis Dr. John E. Stecklein made one of the best presentations at the conference, and gave a good handout, which we may be able to put to good use. He has developed a performance index which is similar to that used in any science, in which efficiency is equal to the output divided by the input and his output he is utilizing student contact hours. His formula and ratio includes the average class size, average faculty load, related faculty effort, average faculty salary, average support in dollars, institutional support in dollars and the total none institutional support in dollars. I'll try this on several of our courses in the near future and it may be something that we can very well use in cost justification or for establishing priorities for course offerings.

Richard Wynn was the next presenter at the Institutional Finance and Budget Analysis and he said a copy of his paper of Inflation Indicators in Higher Education was presented at the NACUBO Conference and if we look in their files, which should be in Dick Metcalf's office, we'll find a copy of it. I'm not really sure that it would be worth the effort since it was of a global nature.

3:00 p.m. - 4:30 p.m. Annual Business Meeting Nothing unusual went on at the meeting. I served on the Local Election Committee and late last month we counted the ballots for the new officers. The newly elected officers took their places at this time and the budget was outlined for next year. The 1976 meeting is planned for Los Angeles, California, and a number of colleges intend to charter an aircraft, or at least seats on a commercial aircraft, so the overall cost of the forum should be less than it was this year.

8:30 a.m. - 10:00 a.m. Graduate Follow Up Outcomes and Decision Making. The papers presented by Mr. Ralph E. Henard and Mr. Edward Mann were not very well done and little was gained from that presentation. As a contrast, the paper delivered by Dr. Franklin L. Duff was very well done and excellently presented. His subject was the use of student related outcome data in decision making: Experience of One Large Public University. The approach taken by Dr. Duff was unique in that he first identified three groups of persons who would probably constitute the major users of survey data, these groups are administrators, within university students and perspective students of the university, especially high school students within their catchement area. I intend to use this paper as a guide in preparing some of our student surveys for administration during the coming academic year. A copy of his paper is available in the office should you want to look at it.

10:30 a.m. - 12:00 noon. Civil Rights Concerns I have heard Denise Strenglein several times before and she makes a good presentation, however, much of their concerns involve difference between professors, associate professors and assistant professors, which is not applicable to our situation, of course.

Dr. James Lyons is firmly convinced that a conspiracy exists against the education of Black Americans. He sees the reduction in financial aid to black students and the insistance upon their meeting certain standards (requirement of a GRE score to enter the university) as a move to limit the higher education of Black Americans and thus keep them at a lower social economic level. He is a firm advocate of maintaining separate black colleges as viable forces in the American society, and pointed out the attempt by FSU to absorb FAMU as an example of how the whites are attempting to maintain their academic supremacy.

1:00 p.m. - 2:30 p.m. Special Community College Concerns This was a good session and provided some interesting points about the way students flow through a community college. Report by Fred J. Wetzel was on a survey to assess the needs of a continuing education student and permit him to express a preference of selected student service programs. After a complete study of these papers, they will be sent to Mr. Rooks for his information and guidance.

3:00 p.m. - 4:30 p.m. Concerns Related to Tuition and Student Aid These three papers were addressed mainly to the university level student and were more philosophical than practical. I had hoped to obtain some information for Mr. Benson, but papers were not available for these presentations. Should Mr. Benson so desire we can write for copies of their papers and I will clear this with him at a later time.

Thursday, May 1, 9:00 a.m. - 12:00 noon. Planning and Controlling An Equal Opportunity Affirmative Action Plan Three of the presenters were unable to attend the meeting because of budgetary restrictions at their university. The meeting was then conducted by Dan Coleman and was quite similar to the presentation made by him last year. He has developed a very complicated system of determining the future needs of university personnel in allocating to them certain percentages of minorities.

Dr. C. Farmer and Elaine Mann from the University of Tulsa presented a paper entitled, "Administrative Evaluation By Faculty", but they did not have papers available for distribution to the attendees. I have written to these authors asking for copies of their paper. I was rather disappointed in that this was one of the main reasons for attending the meeting and I was unable to secure information on this subject.

As a summary assessment, I believe the Association for Institutional Research put a lot of time and effort into this presentation, and had the presenters brought with them copies of their papers in sufficient quanity the Forum might well have been considered a success. I would not advise attendance at the next years conference in Los Angeles unless some drastic remedial action is taken on the part of AIR to insure more proper recognition of the community junior college role in Institutional Research. As of this writing, community colleges are not represented among the leadership of AIR and it is questionable as to whether we will be so represented in the near future.

tallahassee community college

May 12, 1975

MEMORANDUM

TO: Dr. Fred W. Turner, President
FROM: Archie B. Johnston, Director, Institutional Research
SUBJECT: Charges per Student Semester Hour

The matrix presented below is based upon 1973-74 Cost Analysis data at which time we expended $1257.30 per Full Time Equivalent student. The entries in column 1 are receipts per FTE from state allocations and the entries across the top are tuition charges per student semester hour. The entries at the intersections are the estimated number of students required for receipts to equal expenditures.

State Allocation/FTE	Required Enrollment for Each Semester (Number of Students Needed in Average Class) $9/SSH	$10/SSH	$11/SSH	$12/SSH	$13/SSH
910.00	19	17	16	14	13
920.00	19	17	15	14	13
930.00	18	16	15	14	13
940.00	18	16	14	13	12
950.00	17	15	14	13	12
960.00	17	15	14	12	11
970.00	16	14	13	12	11
980.00	15	14	13	12	11
990.00	15	13	12	11	10
1000.00	14	13	12	11	10
1010.00	14	12	11	10	10
1020.00	13	12	11	10	9
1030.00	13	11	10	9	9
1040.00	12	11	10	9	8
1050.00	12	10	9	9	8

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tallahassee community college

May 15, 1975

MEMORANDUM

TO: Chairman, Administrative Council

FROM: Chairman, Program and Budget Committee Archie B. Johnston

SUBJECT: Final Annual Report 1974-1975

Membership of the Program Committee for the academic year 1974-1975 was: Mrs. Patricia M. Barrineau, Mr. Howard W. Crews, Dr. Jean English, Dr. Harold C. Gross, Dr. Donald P. Halstead, Dr. Archie B. Johnston (chairman), Mr. J. N. Lybbert, Dr. Richard J. Metcalf, and Mr. John Ryan.

The committee met for a total of seventeen scheduled and several unscheduled meetings between the dates of July 10, 1974 and May 1975.

One of the earliest charges to the committee was to make recommendations on requested changes to the curricula of the college i.e., should a division director wish to add a new course, reinstate a former course, or make a major change in an existing course, the request was to be considered by the committee in respect to its effect upon the college budget.

A total of twenty-four proposed courses or course changes were reviewed in detail and approvals recommended for fifteen while the remaining nine were disapproved. Several of these meetings involved personal interviews with the respective department or division leader. A proposal for a new program in the Social Science area was combined with a similar proposal from the Applied Science division and it was possible to develop a central core for this program for both groups of students. After completing the common core the students would concentrate in their specialty. This is one example of the course coordination effected by the committee. It is also note worthy that nine requested courses were disapproved which indicates the committee was extremely conscience of its responsibilities to prevent course proliferation.

Secondly, it fell to this committee to establish a series of deadline dates for consideration of new courses in order that they might be ready for inclusion in the college catalog, as well as being accepted as part of the college curricula. These courses had to be considered in relation to their effect upon the college budget which was required earlier than we had anticipated. A new timetable for 1975-1976 is more realistic and the approach to a program budget should be much smoother.

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Thirdly, the committee reviewed the college budget for the previous year and began recommendations for the coming year. Unfortunately, our winter semester ends prior to the conclusion of legislative action each year, so no firm budget recommendations can be made until after that date. This year the committee is scheduled to meet again on June 4th to consider final recommendations for the college budget during the coming year. That session will be the initial meeting for the new Program & Budget Committee.

Fourthly, the collective efforts of the committee produced a total of twenty-three recommendations for reducing expenditures in the college. If these recommendations are accepted by the Administrative Council this college will see a minimum savings of $83,000. Several of these savings procedures can be continued each year with an appreciable cumulative reduction in expenditures. This is perhaps one of the most effective long range actions taken by the committee and has considerable implications for our future budgets.

Finally, and probably most important, this committee has provided visability of administrative actions to the faculty. By having ten percent of the full-time faculty actively involved in making budgetary recommendations, it is only a matter of a short time until all the faculty are made aware of the financial conditions of the college and of the cooperative efforts being made for the good of all. There are very few colleges which provide a vehicle for faculty input into the budget and fewer still provide, as we do at TCC, open access to all financial activities.

The greatest weakness of our college committee system noted by myself as chairman during this past year was the lack of communications between committee chairman. Each committee was working diligently to carry out its perceived, as well as directed charges, but we were working without knowledge of what support may have been available from other committees. A meeting about twice each semester between committee chairmen to permit us to support each other and develop objectives which should fit into the college goals would have been helpful.

It is recommended that early consideration be given by the new committee to preparation of the Program Budget for the College which is due in final form at Division of Community Colleges not later than December 1, 1975. Although the Planning, Programing and Budget System Coordinator will prepare the document, he will require considerable data and direction from the Committee.

Following is the recommended Committee composition for the academic year 1975-76:

Administrative Representatives:

Dean of Instruction
Dean of Administrative Services

Faculty Representatives:

Faculty member from the Fine Arts Division
Faculty member from the Social Science Division
Faculty member from the Mathematics and Science Division
Faculty member from the Applied Science Division

Optional Representation:

Learning Resources Center
Classified Personnel

The Committee Chairman should be chosen by the membership of the committee and should be limited to one term in office.

ABJ/gc

tallahassee community college

May 16, 1975

MEMORANDUM

TO: Dr. Fred W. Turner, President

FROM: Archie B. Johnston, Director of Institutional Research

SUBJECT: Allocation of Work-Study Student

I have been advised by the Director of Financial Aid that due to the reduction in funds it will no longer be possible for a work-study student to be allocated to the Office of Institutional Research.

Much of the work done in this office requires many hours of looking through records to obtain information which is not available in electronic form. I have been using a work-study student to do this type of work.

As an example; I have been requested by a member of our faculty to make a study of the progress of Guided Studies students compared with other students with similar SCAT scores who did not enroll in Guided Studies. A similar study to this was made about six years ago and it is time to see what changes have been wrought by our new method of teaching Guided Studies students.

In order to obtain data needed for the above study, someone will have to locate approximately 500 records and go through each folder to obtain data related to courses taken, grades received, and retention data. I will make an analysis after the data are retrieved.

This office responds to numerous faculty requests of a less formal nature and these "pick and shovel" duties take many hours which can be adequately performed by a work-study student. It is much more economical to have these unsophisticated duties performed by a work-study student than by my secretary or myself.

In view of the foregoing, request reconsideration be granted to the request for the services of a work-study student in this office.

ABJ/gc

cc: Mr. Benson

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tallahassee community college

May 16, 1975

MEMORANDUM

TO: Mr. Mack Rooks, Dean of Student Affairs

FROM: Archie B. Johnston, Director of Institutional Research

SUBJECT: Request for Key-Punching of Graduate Roster

In order to develop a persistance study, we need to make an electronic record of the students who have received their Associate Degree from our college. To date we have had 2223 graduates and although this is a small number of records to key-punch it will provide a means of producing a much needed and very useful electronic source of data.

The basic data are available in hard copy format and key-punching can be done from that list without the necessity for retyping.

Suggested punched card layout:

Col.	Data
1 - 9	Social Security Number
10 - 24	Last Name
25 - 34	First Name
35	Initial
36 - 38	Type of Degree (AA or AAS)
39 - 54	Specialization (Nursing, L. E., D. P., Secretarial, et al)
55 - 62	Date of Graduation (Winter 74, Spring 70, Summer 74, Fall 67)
63 - 66	Grade Point Average (3.45)
67	Sex
68	Race

In some cases the sex and race data are not listed on the rosters. It will be possible to match with other electronic records to obtain that data in those cases where it is missing on the roster.

Estimated length of time for key-punching these cards is ten hours.

ABJ/gc

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May 20, 1975

MEMORANDUM

TO: Academic Division Directors

FROM: Director of Institutional Research Arlie B. Johnston

SUBJECT: Student Perception Survey

We have been asked by FAMU to participate in a study of how students at TCC perceive factors affecting learning in a way which is different from students at FAMU and FSU.

Attached is a copy of the instrument used at FAMU and FSU during the past term. It will be necessary to modify certain questions e.g., no 28 should read "college" not "university" and there may be other less obvious amendments.

The survey is to be given to just a few classes and Dr. J. S. Dhillon from FAMU who is conducting the experiment will be on our campus to further discuss the project. The actual date for conducting the survey must be near the end of a term in order for the student to be able to respond meaningfully.

Please look over the questionnaire and let me know if you have any suggestions to assist FAMU in their questionnaire. I'll be in touch later.

ABJ/gc

cc: Mr. Howard Crews

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? 28,
Demographic 13, 14, 18.

Student Perceptions of Factors

Affecting Learning

We are interested in identifying some of the factors which you think affect your learning. The following statements are developed for this purpose. Against each statement are five categories, viz., strongly agree, agree, don't know, disagree, strongly disagree. You are asked to indicate your response under the appropriate category by placing a check mark (✓). As you know, there are no right or wrong answers. What you yourself think is the correct answer for you.

Fill out Part II of the questionnaire; please do not sign your name.

Thank you for your cooperation.

PART I

Statement	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
1. If I had a different major my grades would be better.					
2. Some of the students in my classes unnecessarily interrupt the instructors so learning becomes hard.					
3. Other things being the same, students learn more in a younger instructor's class than in an older instructor's class, simply, because he can relate to them better.					
4. All in all, I am satisfied with the teaching methods of most of my instructors.					
5. Most of the classrooms here are not well equipped for effective learning.					
6. I think culturally deprived students, because of their background, find college learning more difficult than other students.					
7. I feel more comfortable with and learn more from the instructors who are of my own sex.					
8. I wish the size of my classes were smaller, since large classes interfere with my learning.					
9. Instructors who relate the subject matter to daily activities of life stimulate learning on the part of students.					
10. If I knew what I will be doing after graduating from college, I would take more interest in my studies.					
11. I pay more attention to and learn more from instructors of my own race.					
12. Library facilities at my school are inadequate.					

Statement	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
13. The merit system (grading) is a real incentive for students to learn.					
14. Physical appearance of an instructor does not help or hinder the learning process in a classroom situation.					
15. I wish more audio-visual aids were used in my classes.					
16. The academic background of many of the students in my classes is deficient, and it negatively affects my learning.					
17. An instructor's knowing his students by name does not mean that they are better motivated to learn in his class.					
18. Most of the text books in my courses are hard to understand.					
19. I learn more and at a faster rate from instructors I know or get to know personally, than from instructors I don't know.					
20. In my opinion, an instructor's personal philosopy, be it radical or conservative, does not in any way affect students' learning.					
21. I think the subject matter I am taught in my courses is obsolete, it does not turn me on.					
22. Most of my instructors do not show partiality to students of the opposite sex.					
23. Most of the students just want to have a good time and are not seriously interested in learning.					
24. In my opinion, teachers with Ph.D. degrees know their subject matter better than those who are M.A.'s.					
25. It is my belief that students generally learn more in subject matters relating directly to their major.					

Statement	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
26. Most of my instructors come to the class well prepared.					
27. There is too much noise inside and outside the classrooms and learning becomes difficult.					
28. ~~University~~ College regulations do not encourage students to take courses they would really enjoy.					
29. I enjoy the classes of those teachers who are more informal with the students in their classes.					
30. Most instructors are interested in students learning and do follow up on students who have difficulties in their courses.					
31. With all the activities going on on this campus, it is hard to concentrate on studies.					
32. A student's socio-economic background does not affect his learning habits.					
33. I like those instructors who deliver their lectures well, and do not let the students interrupt their teaching.					
34. Instructors holding Ph.D. degrees are better teachers than those who do not.					
35. In my opinion, the examinations encourage memorizing on the part of students rather than real learning.					

PART II

04. Sex: Female ____1
Male ____2

05. Age: Below 18 ____1
18-25 ____2
25-30 ____3
Over 30 ____4

06. Race: Black ____1
White ____2
Other ____3
(Specify)_____

07. Marital Status: Married ____1
Single ____2
Divorced ____3
Separated ____4

08. Regional Background: Southern states ____1
Northern states ____2
Midwestern ____3
Western states ____4
Foreigner ____5

09. Type high school attended: Public ____1
Private ____2

10. Average high school grade: A ____1
B ____2
C ____3
D ____4

11. Year graduated from High School: ____

12. School: FAMU ____1
FSU ____2
TCC ____3

13. Classification: Freshman ____1
Sophomore ____2
~~Junior ____3~~
~~Senior ____4~~
~~Graduate ____5~~

14. Major area of study: Social sciences ____1
Natural sciences ____2
Business ____3
Engineering ____4
~~Pharmacy ____5~~
Humanities ____6
Other (Specify) ____7

15. Overall grade point average: 1.5 - 2.5 ____1
2.5 - 3.0 ____2
3.0 - 4.0 ____3

16. Financial support from:
Parents ____1
Scholarship/ grant ____2
Work study ____3
Employment ____4

17. Work Status: (if applicable)
Part time employment ____1
Full time employment ____2

~~18. School residence:~~
~~On campus ____1~~
~~Off campus ____2~~

19. Size of community in which reared: Less than 1,000 ____1
1,000-5,000 ____2
5,000-10,000 ____3
10,000-50,000 ____4
Over 50,000 ____5

20-21. Parent's educational status:

	Father	Mother
No formal education	____1	____1
Grade school	____2	____2
Junior High	____3	____3
High school	____4	____4
College	____5	____5
Graduate	____6	____6

22-23. Parents occupational status:

Father		Mother	
Unskilled	____1	Unskilled	____1
Semi-skilled	____2	Semi-skilled	____2
Skilled	____3	Skilled	____3
Professional	____4	Professional	____4
Retired	____5	Retired	____5

24. Family's annual income:

Under $5,000	____1	10,000-15,000	____4
5,000-7,000	____2	15,000-25,000	____5
7,000-10,000	____3	Over 25,000	____6

25. Chances you will graduate from college:

100%	____1	25%	____4
75%	____2	No way	____5
50%	____3		

26. Highest degree planned:

Bachelor's	____1	LLB./D.D.	____4
Master's	____2	M. D.	____5
Ph. D/Ed. D.	____3	Other	____6
		(Specify_____)	

tallahassee community college

May 22, 1975

MEMORANDUM

TO: Dr. Fred W. Turner, President

FROM: Archie B. Johnston, Director, I/R

SUBJECT: Information Systems Workshop

The State Department of Education, Division of Community Colleges conducted a workshop on May 21st from 9:30 a.m. until 3:30 p.m. (CST) at the Gulf Coast Community College in Panama City. Mrs. Vaulda Whiddon and I attended as representatives from Tallahassee Community College. (agenda attached)

The Annual Cost Analysis reports were covered in detail and we appear to be proper in our methodology, but there are a few points which need to be reviewed e.g., how do we allocate equipment expenditures and depreciation to each discipline cost center: should be (a) Use study, or (b) Best estimate of use, or (c) Student semester hours. I believe it is by (c), but should be more accurate by (b).

In our allocation of personnel to the administrative categories we may be using an assignment analysis rather than an activity analysis. Either is proper as long as we can justify the method used.

Health occupations, e.g., Nursing, EMT, RT and Dental Hygienist should be analysed by sub-categories under HEGIS rather than just by whole disciplines. 2300 should be broken into 2310, 2320, etc.

On the FA1 (Funding Enrollment Report) the difference between Occupational and Avocational or Community Service Programs can be answered that "if the course or activity can help a person in his job" it should be classified as Occupational. This is an attempt to avoid 4100 and 4200 courses. These may be one day or full length courses.

We must indicate for all graduates, AA as well as AAS their area of major interest. When we get the graduates punched into cards and on a magnetic file, this information may be obtained by matching the graduates against their last statistical data card. Until that time it must be done by hand.

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Dr. Fred Atherton spoke on Placement and Follow-up. He feels that follow-ups are most properly a responsibility of the college faculty. It should be used by the faculty member to evaluate his or her academic programs. Interesting philosophy. One SPD report has been eliminated (SPD-2).

The Program Budget is due in final and completed form at the DCC by August 1 of this year. There was much stress this year by the legislators on Program Budgeting although DCC was one of the few agencies which had a Program Budget. Questions from legislators regarding what effect will a 5%, 10%, etc., reduction have on the colleges were answerable in part by the remarks made by the colleges on their Program Budgets. If a college did not adequately fill in the narrative parts it was hard for DCC to make an argument for them.

A number of questions also asked by the legislature revolved around the ratio of administrators to faculty members. We should review our personnel assignments to assure ourselves that support personnel and administrators and faculty aren't confused with one another, e.g., which counselors are faculty and which are administrators, is the chief maintenance man a support person or is he an administrator?

In the final area of facilities utilization we are one of the few colleges which is doing the task properly. They have determined that a standard occupancy ratio is 60%. It will be interesting to see how close we come to this standard. 36 hours is standard week for room utilization.

The workshop was worth the time and effort expended.

ABJ/gc

enclosure

tallahassee community college

May 23, 1975

COURSE COSTS AND STUDENT ENROLLMENTS

Purpose

"What does it cost to teach a college course in _____?" is an often heard and far from idle question. Although course cost is only one of a number of measures of course effectiveness, it is one which is not unimportant as a study in itself. There may arise a time when a decision whether to offer a course now, or delay it until a more prosperous time, would be aided by having a comparison of costs of various courses under consideration. For this reason, if for no other, the data items and methods described in this paper may be of assistance to decision makers.

A separate, but related question: "If a course is costing more than it is generating, how many more students would have to be enrolled in order to make the course receipts equal the expenses?" This question has been answered in the following paragraph.

Definitions

An explanation of the column headings on the attached chart is probably advisable: Starting with the left-hand column their meanings are:

FTE	Full Time Equivalent Student. The basic element upon which all Florida Public Higher Education accounting is based. It is the equivalent of 30 student semester hours per academic year and is the quotient of student semester hours divided by 30.
State Alloc. FTE	The amount of funds allocated to TCC by the state for each HEGIS discipline. This varies from year to year and is roughly equivalent to the previous year's cost for each course, less that amount generated by student tuition.
HEGIS Course Description	The HEGIS category into which each of our courses is placed, the title of the course, TCC number and number of credit hours (earned amount per SSH in parenthesis)
S-S-H	Student Semester Hours. If 12 students sign up for a 3 semester hour course they generate 36 S-S-Hs. This is an annual cumulative total for all sections.

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DC/SSH	Direct Cost per Student Semester Hour. That portion of the teacher's salary which is spent teaching one student semester hour of that course. This is an average of the salaries of teachers involved in teaching different sections of the same course.
IDC/SSH	Departmental Indirect Costs per Student Semester Hour. The overhead costs, secretarial help, materials, portion of division director's administrative salary and other costs which can be identified with the unique department.
ICC/SSH	College-wide Indirect Costs per Student Semester Hour. Expenditures such as administrative costs, support costs, utilities, maintenance, etc., which cannot be allotted to a given department, but are college-wide in utilization.
TOC/SSH	Total Costs per Student Semester Hour. The total of the preceeding Direct and two Indirect costs.
TOC/FTE	The total cost per Full Time Equivalent Student. This figure is obtained by multiplying the Total Costs per Student Semester Hour by 30, as 1 FTE = 30 SSH.
State Alloc.	Obtained by multiplying the Course FTE times the amount allocated by the state for that particular HEGIS discipline.
Tuition $9/SSH	Tuition at TCC approximated $9 per Student Semester Hour so this amount equals the number of SSH x $9.
Total Receipts	State Allocation plus Tuition
Total Cost	The Total Cost per FTE multiplied by the total number of FTE for that course.
Difference	Total Receipts minus Total Cost
Student	The number of students per year who, had they enrolled in the course, would have made receipts equal costs.

Procedure

During the first week of November each year, we calculate Cost Analysis data for the preceeding year. These data cannot be compiled earlier since all bills must have been paid and accounts balanced before total costs can be calculated. These total costs are then allocated to the various cost centers by procedures adopted through a state-wide accounting system.

Direct costs are obtained by dividing a teachers total salary by the number of courses she teaches. This amount is then subdivided by the number of student semester hours in the course to arrive at the amount of her salary expended to teach each student semester hour in that particular course. Consequently, the more student semester hours; the lower the direct teaching cost. There are any number of different ways of calculating this type of cost, but this is Florida's way and it is a uniform standard against which comparisons may be made as well as being an accurate measure.

Departmental indirect costs are calculated using the departmental cost center code and accumulating all expenditures under that code. Once the total expenditures for a department have been calculated, that total is divided by the total student semester hours taught in all courses within that department to reach an indirect SSH cost for the department. This figure is then applied to every course taught within the department - without regard to academic division. (We could use division rather than departmental costs, but that would be too broad a base.)

College-wide Indirect Costs are determined by using all cost centers not assignable to an academic division. For example, all costs attributed to the Office of the President, Director of Institutional Research, Janitorial Staff, Public Utilities, Grounds and Plant Maintenance, Academic Dean and his secretarial staff; everything except capital outlay. (Since construction of a building is a one time expense and the building may be used by many departments during its lifetime, the capital outlay for that building is not calculated into annual cost analysis figures for academic courses. It is of course, entered into the total annual budget, but that is not a concern of this paper. The maintenance costs for all buildings are carried as part of the College-wide Indirect costs.) The total amount spent by all cost centers in this category is divided by the total number of student semester hours taught by all of the courses in the college that year and an indirect college-wide SSH cost is determined and applied to each course.

Every course taught by every public college in Florida has been allocated a discipline code number established by either the U.S. Office of Education (Occupational Code 6) or by the Higher Education General Information System (HEGIS). This "HEGIS" number code is used for all calculations related to each college from appropriations to space utilization. Associate & Professional (Transfer) courses have numbers from 0100 - 2000; Occupational Courses from 2100 - 2700; Developmental from 3100 - 3900 and Community Instructional Service from 4100 - 4900.

All courses taught at TCC are amassed for each HEGIS code and an average cost determined for that discipline. Finally, an overall college cost is determined. These costs are submitted to the Division of Community Colleges who determined average state-wide costs for each discipline differently for large or small colleges (Large is greater than 1300 FTE - we are large). These data are then used as a base for requesting funds from the state legislature for subsequent year's operations. As you may have surmised, the money we received for this year's operation was based upon the expenditures made in 1973-1974.

Example

For the purpose of clarity, let us investigate the calculations used for two courses; the first being on page 4 of the enclosure. Regardless of the high cost, within reason, we must produce trained radiologists for employment in the local hospital and radiologist's offices. Consequently, we hope to offset this loss through gains from some other course. Courses which are expensive state-wide receive a fairly high allocation from the state, but even that increase is rarely adequate.

In Radiologic Technology (RT 101) during the full year from Fall through Summer 1973-1974 there were 12 students who enrolled for 2 hours in the course providing a total of 24 Student Semester Hours. These 24 SSH were divided by 30 (a full year equivalent) to derive an FTE of .80 for that course. The state allocation for HEGIS Code 2300 was $1,531 per FTE so RT 101 received .80 x $1,531 or $1,225 from the state. With receipts from tuition averaging approximately $9.00 per SSH, the course generated 24 x 9 or $216 for tuition which when added to the $1,531 for .80 FTE made a total income of $1,441.

The total Cost per FTE for RT 101 was calculated to be $3,250.50 per FTE so with .80 FTE the cost was .80 x $3,250.50 or $2,600, which, when subtracted from an earning of $1,441, produced a net loss of $1,159.

We noted the state allocation was $1,531 per FTE and there are 30 SSH per FTE so in effect the state allocation was $51.03 per SSH which when added to the $9.00 tuition receipt produced an income of $60.03 per student semester hour. Since this is a 2 semester hour course it then produced $120.06 for every student enrolled in the course. (A 3 semester hour course would have generated $180.09 per SSH.)

To determine the number of additional students needed that year to make the course receipts equal the costs, we divided the net loss of $1,159 by $120.03 and determined that we would need approximately 10 more students per year to make the course pay for itself. If the courses were offered twice a year that would be 5 students per term.

One can, of course, argue that with more students the teacher's direct cost would be lowered which would change the total cost of the course, etc., but this is similar to moving half the distance to the wall and never reaching the wall. For the purposes of analysis, the method herein described is considered sufficiently accurate and is capable of being applied as a college-wide standard.

In the case of Nutrition (NDT 205) we see the course earned a profit of $1,003 so no student calculations are needed. It is not necessary to calculate an overage of students as one wouldn't contemplate cutting back on a class in order to produce less.

When evaluating the cost of laboratories, one might want to consider the costs in conjunction with its associated classroom course. There is no doubt that laboratories are expensive and this is due in part to class size being limited by the number of laboratory stations. One might even question the obligation to offer a laboratory in general education courses although it would be an absolute necessity for science majors.

Analysis

The most expensive element of any college budget is salary. Approximately 80% of our annual expenditures is allocated to salaries of faculty, administrators, and support personnel. In the determination of course costs, the Direct Costs reflect only faculty salaries while administrative and support salaries are a part of both Departmental Indirect Costs and College-wide Indirect Costs. This fact makes it extremely difficult to economize on the remaining 20% of the expenditures.

One must attempt to justify the offering of a course as an entirety rather than speculate upon reducing a single element of the course. It might be advisable to limit offering the course to one term per year or even every two years in an effort to increase student enrollment. Perhaps those high cost courses could be taught by a lower salaried teacher.

As we stated at the start of this paper, costs are only one measure of the value and effectiveness of a course. This element should be considered by decision makers in conjunction with other factors e.g., is the course essential to meet the goals of the college? For whatever the value, we now have one more item of data to assist us in making administrative as well as academic decisions and we have eliminated one more unknown.

There are no conclusions or recommendations drawn from this study by the author. The data are presented solely as information to be used as an additional resource should the need arise to evaluate a course.

Archie B. Johnston
Director, Institutional Research

Archie B. Johnston

tallahassee community college

May 27, 1975

MEMORANDUM

TO: Dr. Fred W. Turner, President

FROM: Archie B. Johnston, Director, Institutional Research

SUBJECT: Data for Institutional Program Review

1. Enrollment Data

a. (1) Current year 1974-75 Fall Semester FTE = 1776
(2) Last year 1973-74 Fall Semester FTE = 1722
(3) Previous year 1972-73 Fall Semester FTE = 1769

b. Enrollment Projections (Annual FTE based upon 5% growth)

1974-75	2161	(present year)
1975-76	2269	
1976-77	2382	
1977-78	2501	
1978-79	2626	
1979-80	2758	

c. Not applicable

d. Headcount Enrollment (current)

1974 Fall	2636
1975 Winter	2640
1975 Summer	1602
Total	6878

e. Compostion of Enrollment. (We do not collect data on family income)

Fall Semester Headcount

	Men				Women				Total			
	White	Black	Other	Total	White	Black	Other	Total	White	Black	Other	Total
1972-73				1468				1283	2570	166	15	2751
1973-74				1368				1194	2327	212	23	2562
1974-75	1183	115	11	1309	1209	113	5	1327	2392	228	16	2636

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4. Utilization of Facilities

a. Average hours per week (scheduled classes)

(1) Building = Administration

Room 104A - Classroom - Average use	25	hours/week
Room 105A - Classroom - Average use *	7	hours/week
Room 107A - Classroom - Average use	42	hours/week
Total -	74	hours/week

* This room is also available for use by individual students and is partially occupied thorughout the day from 8am to 5 pm.

(2) Building = Faculty

Room 100F - Classroom	12
Room 102F - Classroom	36
Room 150F - Classroom	34
Total -	82

(3) Building = Science

Room 100S = Laboratory	18
Room 101S = Laboratory	25
Room 102S = "	27
Room 103S = "	6
Room 104S= "	22
Room 151S= Lecture Hall	33
Room 152S= Lecture Hall	34
Total -	165

b. Hours per week library is open : 64

c. (catalog & schedules)

d. Office hours per week: 45

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
REGION IV
50 7TH STREET N.E.
ATLANTA, GEORGIA 30323

Room 555

May 1, 1975

OFFICE OF EDUCATION

Project No. Fla. 3-4-0075-0

Dr. Fred W. Turner
President
Tallahassee Community College
444 Appleyard Drive
Tallahassee, Florida 32304

Dear Dr. Turner:

Your institution has been scheduled for a site visit by the U. S. Office of Education between May 15 and June 30, 1975. The purpose of the visit will be to assess the effectiveness of financial assistance provided under Title VII of the Higher Education Act of 1965, as amended, in the capital expansion program of the institution and to ascertain if the conditions under which this assistance was provided are being satisfied. The projects supported by Title VII funds are listed above.

In order to facilitate the on-site review, we are requesting that you have the information shown on the attached Exhibit A available for the reviewer at the time of the site visit.

The name and telephone number of the person who will visit your campus is as follows:

Dr. Freddie Wood
205/566-3000

The above named person will contact you or a member of your staff directly within the next several days so that a mutually agreeable date for the visit can be arranged.

If for any reason you have questions concerning the proposed site visit, please feel free to contact me at 404/526-5311.

Sincerely,

Charles W. Moore

Charles W. Moore
Program Officer
Higher Education Facilities

Attachment

EXHIBIT A

LIST OF ITEMS REQUIRED TO PROVIDE INFORMATION
TO COMPLETE INSTITUTIONAL PROGRAM REVIEW

1. Enrollment Data

   a. Current year (Fall Semester) full time equivalent enrollment, plus FTE for two prior Fall Semesters.

   b. Enrollment projections, including year when peak enrollment is expected.

   c. Reasons (if applicable) for any extreme variations between actual enrollment and projections as shown on the applications for Federal assistance under the Act.

   d. Headcount enrollment (current).

   e. Composition of enrollment showing Low Income, Minorities by Group and women for two years ago, last year and the current academic year.

2. Drawings: One copy of the as built floor plans which would reflect any changes made since project completion for each project listed in the cover letter need be available for examination only.

3. Movable Equipment: Copies of the last approved Equipment List (OE Form 1136-A for the projects listed in the cover letter. (If a supplementary or updated equipment list is already available, this should suffice, provided the items on which Federal assistance was received can be identified).

4. Utilization of Facilities

   a. Average hours per week each classroom/laboratory is utilized for instructional purposes for projects listed in the cover letter. Please list average by building and separate classroom and laboratory usage.

   b. Hours per week library is open for Student/Faculty use.

   c. Copies of most recent college catalogue and semester class schedule offerings.

   d. Schedule of office assignments for projects listed in the cover letter.

5. Insurance on the buildings and contents: Schedule of insurance coverings on buildings and equipments for projects listed in the cover letter. (Note: some state institutions are their own insurer as provided by State Law. Normally, this arrangement will meet the insurance requirements set forth in Section 3.26 of the Terms and Conditions of which a copy was furnished as an enclosure to the Grant Agreement.)

6. During the review, the reviewer would like to visit each building which has received Federal assistance under the Act. It is not considered necessary to make any advance preparations in buildings to be visited as it is most desirable to see them during normal operations.

7. Copy of latest audit report.

8. Debt Service Reserve Account if Loan is involved.

tallahassee community college

June 9, 1975

MEMORANDUM

TO: Dean of Instruction
Academic Division Directors

FROM: Archie B. Johnston, Director of Institutional Research

SUBJECT: Inservice Training

I recently attended a forum at which one of the speakers was a vice-president of the Danforth Foundation who spoke on the area of "General Education". He was so well grounded in the Liberal Arts that I felt like a serf when Gutenberg invented the printing press: illiterate. Not only was he erudite, which could be expected of a man in his position, but he was so personally immersed in his subject that he literally "stretched one's mind".

Many of us came away from that two hour session feeling that we needed to get back to the library. (I did spend several days looking up references in a futile attempt to grasp many of his meanings!) I came to the conclusion that I deserved some of his more critical accusations about (I/R) Institutional Researchers, e.g.

1. "Agreed that General Education is NOT 6 hours of Communications, 4 hours of Science, 6 hours of Humanities, et al, 'What is General Education really all about? If it is to make a better citizen, why doesn't I/R work with the faculty and come up with a more real program to fit your community?'"

2. "Is your college seeking to teach 'certainty' or 'certainties'; 'truth or truths' and how can you (I/R) help the faculty learn the difference?"

3. "Stop saying it costs $3.48 per student semester hour to teach HS 101 and start finding out what is being taught in HS 101, why and how does it make the student a better student? Get beyond quantification go against the tide, encourage a conspiracy of conscience."

4. "Should the community college follow Pat Cross's ideal of Egalitarianism or should we investigate the Ivy League concept of Meritocracy?" Can there be success for everybody? Who and what contributes to the future growth of our nations?"

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These and more were discussed avidly and enthusiastically, if not not scholarly, and I wanted to share these things with our faculty.

Do you believe our faculty would like to have an "inservice training" series of seminars - for college credit? - paid or unpaid, nights or week-ends if no time is available during the week? Not a "bull session" but a meaty course which would make us all do some homework and stretch our minds beyond the daily humdrum which however essential is not really growth. We could be better teachers as well as better individuals - we all can stand some improvement, can't we?

Unless the faculty wants such a program, it would be a waste of time and effort to contact responsible individuals to help us plan. The University of Florida has a group through which we could probably obtain the free services of an individual to help us plan a program. But once again, not unless our faculty would support the idea.

Please let me know what you think.

tallahassee community college

June 12, 1975

MEMORANDUM

TO: Mr. James Nash, Director, Community Relations

FROM: Archie B. Johnston, Director, Institutional Research

SUBJECT: Comparative Data

Listed below are some data comparisons drawn from our records and from a national publication which might be of interest to readers of the Communique.

In general, we appear to be average in most of our personnel allocations with the notable exception of employment of females. We employ a much higher ratio of women faculty and administrative members than do most community colleges in Florida and in the nation.

As far as boy-girl ratios are concerned, here at TCC the women slightly outnumber the men by 8/10th of one percent and that's about as even a division as one could expect.

Don't lose heart in trying for that Associates Degree because during the past year TCC had 413 graduates while Florida had 22,141 and the nation as a whole granted 299,124 Associate Degrees. There's always room for one more and it could be - will be - yours.

Item	(Average) Florida %	(Actual) TCC %	(Average) USA %
Tuition and Fees	$289	$230	$310
Student Data:			
Full Time / Part Time	49.3/50.7	53/47	43/57
Full Time Women / Men	44/56	46.7/43.3	47/53
Part Time Women / Men	49/51	54.5/45.6	50/50
Total Women / Men	46.4/53.6	50.4/49.6	46.8/53.2
Faculty Data:			
Full Time / Part Time	56.2/43.8	59.4/40.6	51/49
Women / Men	36/64	48.1/51/9	34/66
Administrative Data:			
Women / Men	20.2/79.8	42.9/57.1	24.1/75.9

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	(Average) Florida %	(Actual) TCC %	(Average) USA %
Completions:			
Associates Degree	22,141	413	299,124
Certificates or Diplomas	3,619	0	72,140
Programs Offered:			
Transfer	55.1%	61.9%	41%
Occupational	27.5%	23.0%	38%
Unclassified	17.4%	15.1%	21%

tallahassee community college

June 16, 1975

MEMORANDUM

TO: Mr. Howard Crews, Dean of Instruction

FROM: Archie B. Johnston, Director of Institutional Research

SUBJECT: Student Evaluation of Faculty

Attached is a suggested card to be used by students for the purpose of rating individual classes and instructors.

The card will have to be reduced in size to correspond to the basic punched card (sample attached) to permit reading by a mark sense machine. Most any print shop should be able to provide this service in six or eight point type.

The two critical measurements to be observed by the printer are the size of the card and the location of the boxes in which the student records his rating. The marks must be located in five of the 960 punch positions on the card. Suggest the boxes be located over numbers 9, 8, 7, 6, and 5 rows.

Once the printer has reduced the size to fit on the card, he and I can work out the exact locations of the boxes.

I have requested Mr. L. Mitchell Davidson to begin work on the computer program necessary to provide the several analyses possible from student ratings and the program should be ready by the time the cards are available.

ABJ/gc

cc: Mr. Davidson

enclosure: Punched Cards

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June 13, 1975

MEMORANDUM

TO: Dr. Johnston, Director
Institutional Research

FROM: Office of the Dean of Instruction

SUBJECT: Student Evaluation of Faculty

After more than a year of development and coordination we have finally settled on a new faculty evaluation procedure with an associated student evaluation. These new procedures were approved by our Board of Trustees at their meeting on 12 June 1975 and we are now desirous of implementing the student evaluation phase during the 12th week of classes in the Fall Semester 1975.

It is visualized that the format for the student evaluation of faculty and procedural instructions will be on an IBM card and lend itself to computer rendering of total class response, item analysis, and other information specified in the accompanying instructions. Now that we have determined the exact content of the student evaluation I would like to request that you design the layout of the desired information such that it is adaptable to an IBM card and compatible with our present computer support system. I will then contract with a printer to reproduce the evaluation cards in quantity.

Howard

HWC/gg

Attachment

CLASS_____ SECTION_____

TALLAHASSEE COMMUNITY COLLEGE
STUDENT EVALUATION OF INSTRUCTION

INTRODUCTION

Student Evaluation is one of several methods designed to improve the quality of instruction. It is a means whereby students may voice their attitudes and impressions of the instructional program at Tallahassee Community College, as well as individual courses and instructors.

DIRECTIONS

Using a scale from five (highest) to one (lowest) please mark the appropriate response. By giving a thoughtful rating on each point, you will help your instructor improve this course and the teaching procedures involved. If you are unable to make a judgment on a specific item or if the item does not apply, LEAVE THAT ITEM BLANK.

Rating High Low					
5	4	3	2	1	1. Is knowledgeable in subject area.
5	4	3	2	1	2. Presents subject matter with enthusiasm and interest.
5	4	3	2	1	3. Explains what is expected of students. (States assignments clearly.)
5	4	3	2	1	4. Uses class time effectively. (Organizes classroom presentations.)
5	4	3	2	1	5. Stimulates interest and curiosity in subject matter.
5	4	3	2	1	6. Presents meaningful applications of the subject matter.
5	4	3	2	1	7. Encourages class discussion. (Allows reasonable time for questions and comments.)
5	4	3	2	1	8. Listens to the opinions of other people. (Accepts possibility of alternatives.)
5	4	3	2	1	9. Is fair and consistent in grading policies.
5	4	3	2	1	10. Is willing to help individual students with course work.
5	4	3	2	1	11. General estimate of teacher.

Additional comments:

Student Evaluation is one of several methods designed to improve quality of classroom instruction. It is a means whereby you voice opinions and impressions of the teacher and course. Please grade this in a thoughtful and mature manner. Thank You

Rating:

High Low

5 4 3 2 1

() () () () () Is knowledgeable in subject area

() () () () () Presents subject matter with enthusiasm and interest

() () () () () Explains what is expected of students (States assignments clearly)

() () () () () Uses class time effectively (Organizes classroom presentation

() () () () () Stimulates interest and curiosity in subject matter.

() () () () () Presents meaningful applications of subject matter

() () () () () Encourages class discussion (Allows reasonable time for questions and comments)

() () () () () Listens to the opinions of other people (Accepts possibility of alternatives)

() () () () () Is fair and consistant in grading policies

() () () () () Is willing to help individual students with course work

() () () () () General estimate of teacher

(Add desired comments on back of card)

Student Evaluation is one of several methods designed to improve quality of classroom instruction. It is a means whereby you voice opinions and impressions of the teacher and course. Please grade this in a thoughtful and mature manner. Thank You

Rating:

High Low

5 4 3 2 1

() () () () () Is knowledgeable in subject area

() () () () () Presents subject matter with enthusiasm and interest

() () () () () Explains what is expected of students (States assignments clearly)

() () () () () Uses class time effectively (Organizes classroom presentation

() () () () () Stimulates interest and curiosity in subject matter.

() () () () () Presents meaningful applications of subject matter

() () () () () Encourages class discussion (Allows reasonable time for questions and comments)

() () () () () Listens to the opinions of other people (Accepts possibility of alternatives)

() () () () () Is fair and consistant in grading policies

() () () () () Is willing to help individual students with course work

() () () () () General estimate of teacher

(Add desired comments on back of card)

tallahassee community college

June 19, 1975

MEMORANDUM

TO: Academic and Administrative Department Directors

FROM: Archie R. Johnston, Director of Institutional Research

SUBJECT: Grade Distributions - Winter Semester 1975

Attached are data related to TCC Grade Distributions for the Winter Semester 1975.

Chart (Encl 1) is a graphic comparison of the grades awarded by each division with the total grades awarded. Graph is in terms of percentages.

Table (Encl 2) represents the total number of grades awarded by each division.

Table (Encl 3) represents the percentage of grades awarded within each division.

Table (Encl 4) presents a comparison of the grades awarded for the Winter semester of 1975 and the Winter semester 1974 showing the percentage change.

A computer print out is available from this office showing the grade distribution and grade-point-average for each individual section of every course. This document could be of considerable interest to division directors who are investigating progress of several sections of a given course.

ABJ/gc

Encls: Chart 1 (%) 4 pages
Table 2 (N)
Table 3 (%)
Table 4 (%)

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TABLE (N)

GRADE DISTRIBUTIONS

WINTER 1975

DIVISION	A	B	C	D	N	I	S	U	AW, NC, &W	X	TOTALS**	GPA
DIVISION 1	500	624	561	161	354	13	80	43	457	34	2827	2.18
DIVISION 2	368	625	648	248	339	12	0	0	360	16	2616	2.59
DIVISION 3	345	525	480	200	217	22	73	12	453	31	2358	2.65
DIVISION 4	386	473	352	113	187	11	9	0	211	14	1756	2.86
DIVISION X	48	18	11	3	9	1	213	102	84	6	495	3.39
TOTAL (N)	1647	2265	2052	725	1106	59	375	157	1565	101	10052	2.72

X - includes Counseling, Dance, Life Time Sports, Military and Physical Education Courses.

TABLE 3
GRADE DISTRIBUTIONS
WINTER-1975
Distribution by Percentage

DIVISION	A	B	C	D	N	I	S	U	AW, NC, &W	X
DIVISION 1	17.69	22.07	19.84	5.70	12.52	0.46	2.83	1.52	16.17	.1.20
DIVISION 2	14.07	23.89	24.77	9.48	12.96	0.46			13.76	0.61
DIVISION 3	14.63	22.26	20.36	8.48	9.20	0.93	3.10	0.51	19.21	1.31
DIVISION 4	21.98	26.94	20.05	6.44	10.65	0.63	0.51		12.02	0.80
DIVISION X	9.70	3.64	2.22	0.61	1.82	0.20	43.03	20.61	16.97	1.21
TOTALS	16.38	22.53	20.41	7.21	11.00	0.59	3.73	1.56	15.57	1.00

TABLE 4

Collegewide Annual Comparison (%)
WINTER SEMESTER

YEAR	A	B	C	D	N	I	S	U	W	X	GPA
1975	16.38	22.53	20.41	7.21	11.00	0.59	3.73	1.56	15.57	1.00	2.72
1974	15.9	20.7	21.7	7.4	12.0	0.8	4.2	1.5	14.5	1.3	2.68
Diff.	.48	1.83	- 1.29	- .19	- 1.00	- .21	- .47	.06	1.07	- .30	.04

LEGEND:

Division 1 - Fine Arts

Division 2 - Social Sciences

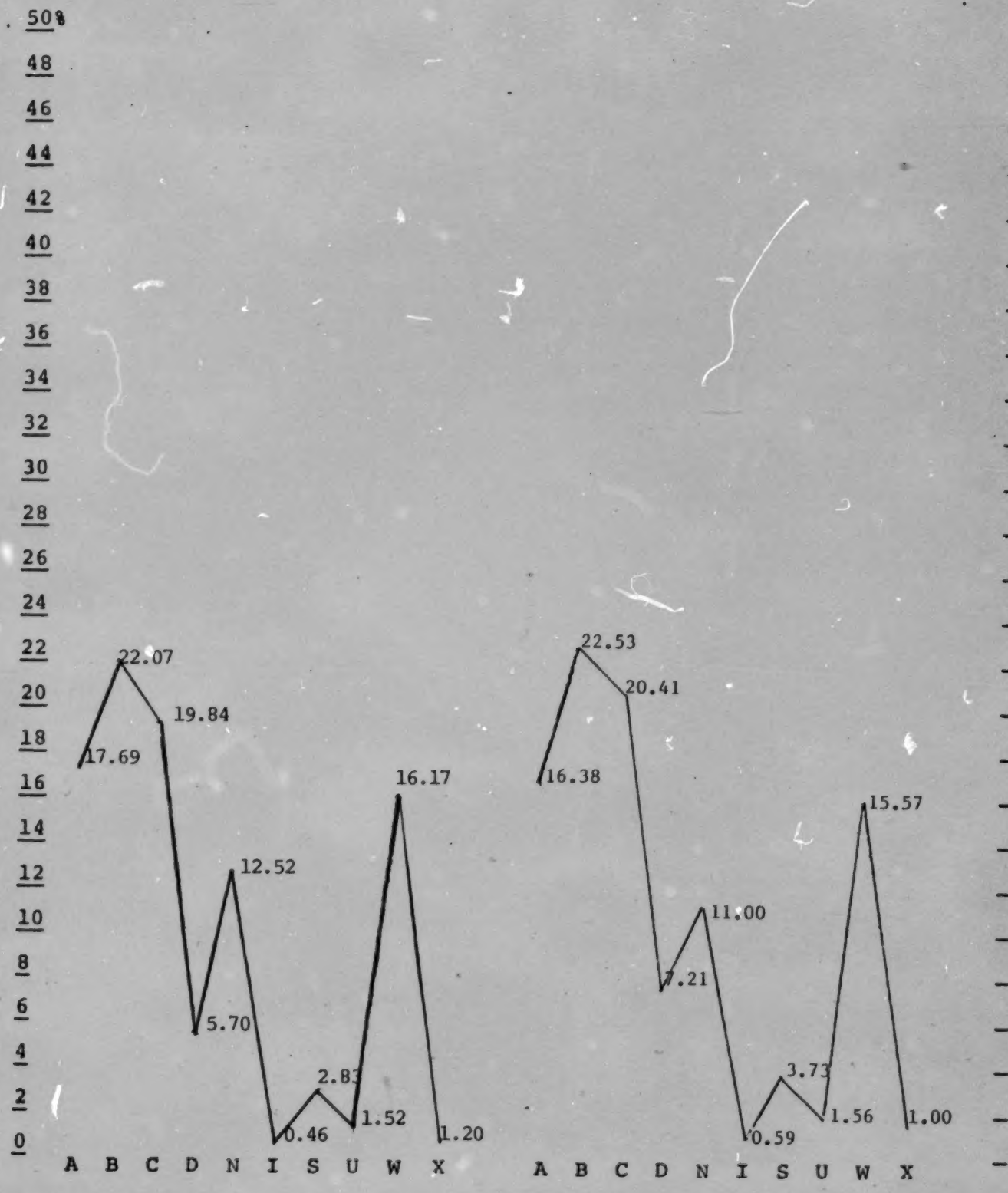
Division 3 - Mathematics and Science

Division 4 - Applied Sciences

Division X - Special Courses

GRADE DISTRIBUTION (PERCENTAGE)

Winter Semester 1975

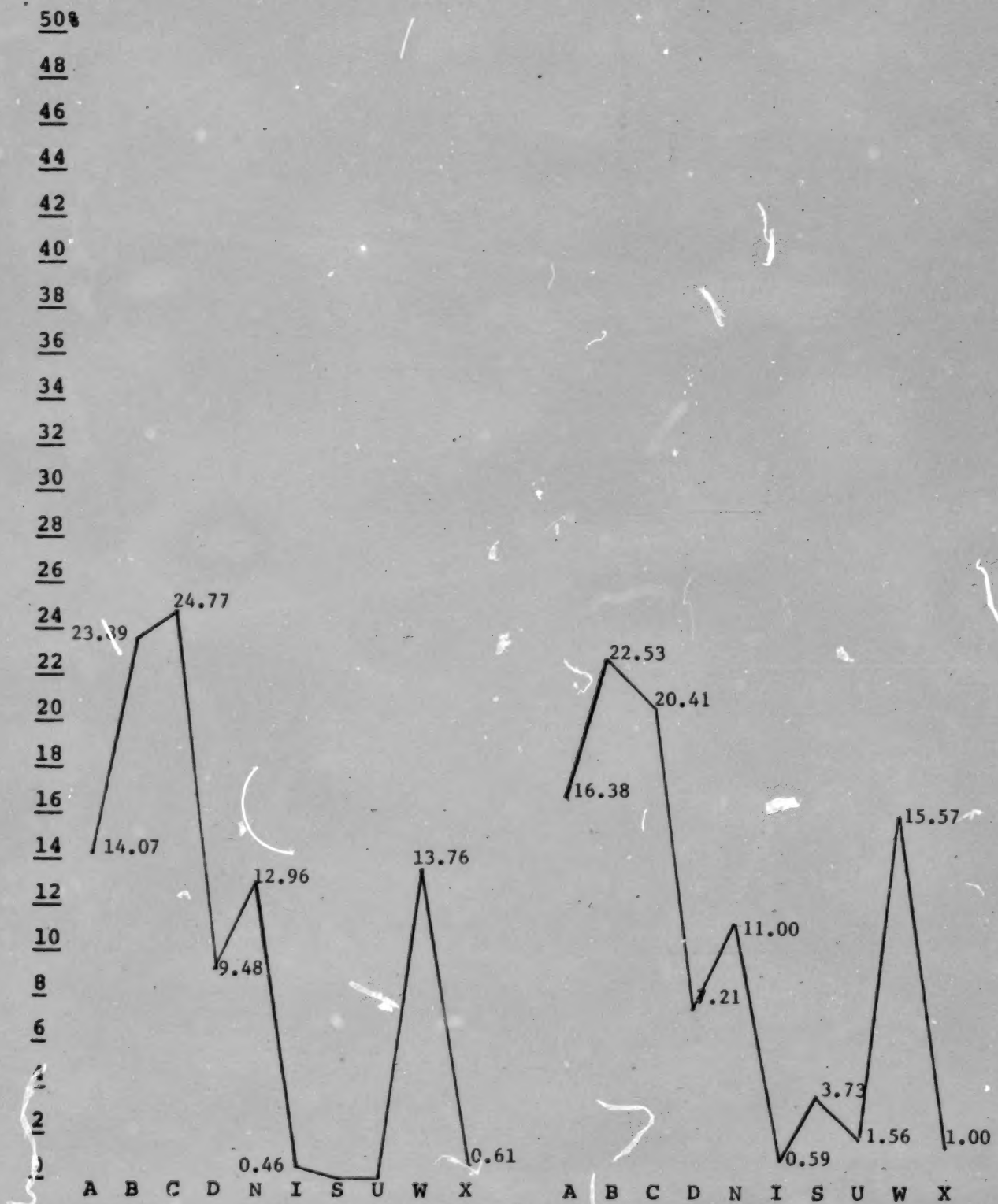


Division 1 - Fine Arts

TCC COLLEGE AVERAGE

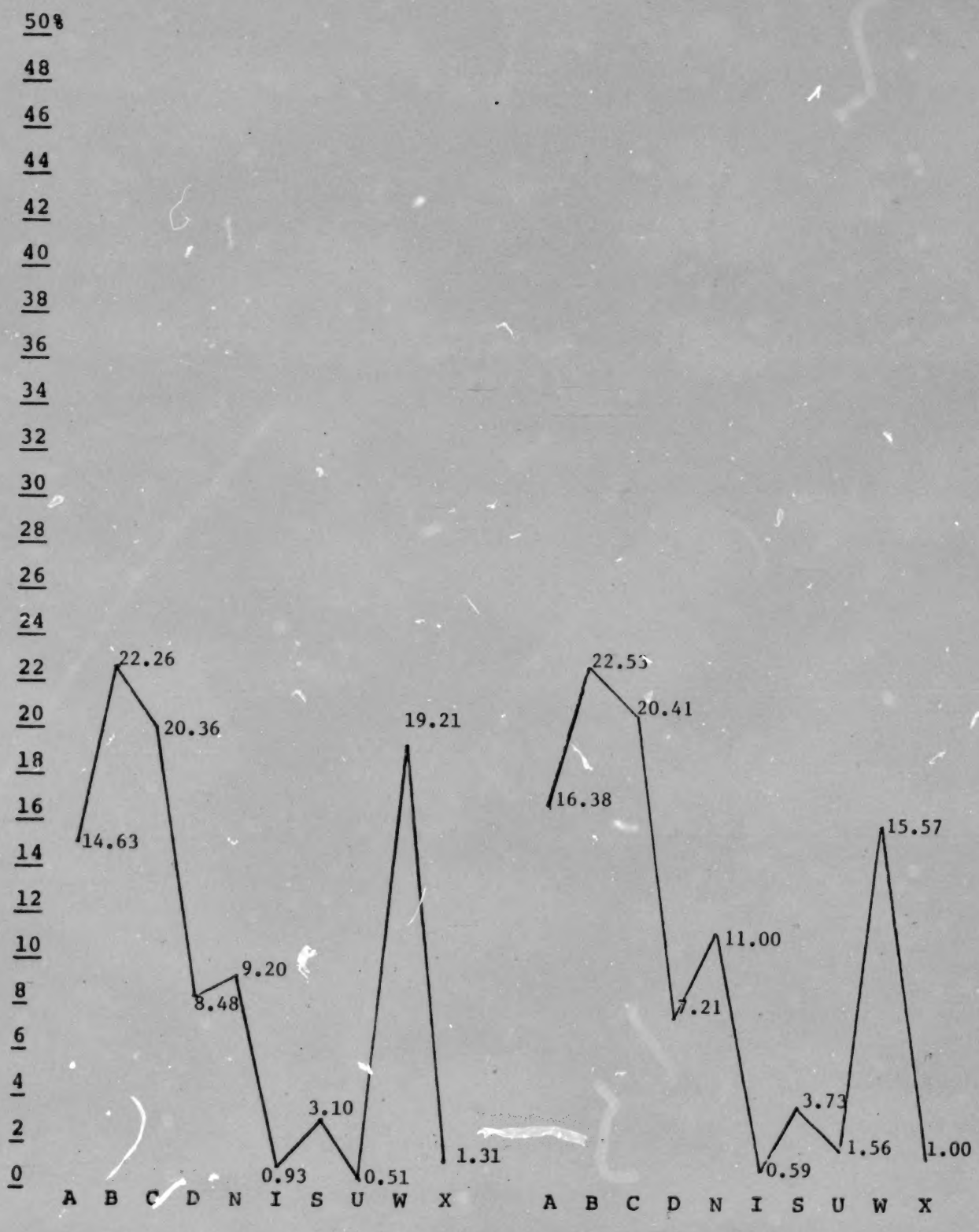
GRADE DISTRIBUTION (PERCENTAGE)

Winter Semester 1975



GRADE DISTRIBUTION (PERCENTAGE)

Winter Semester 1975

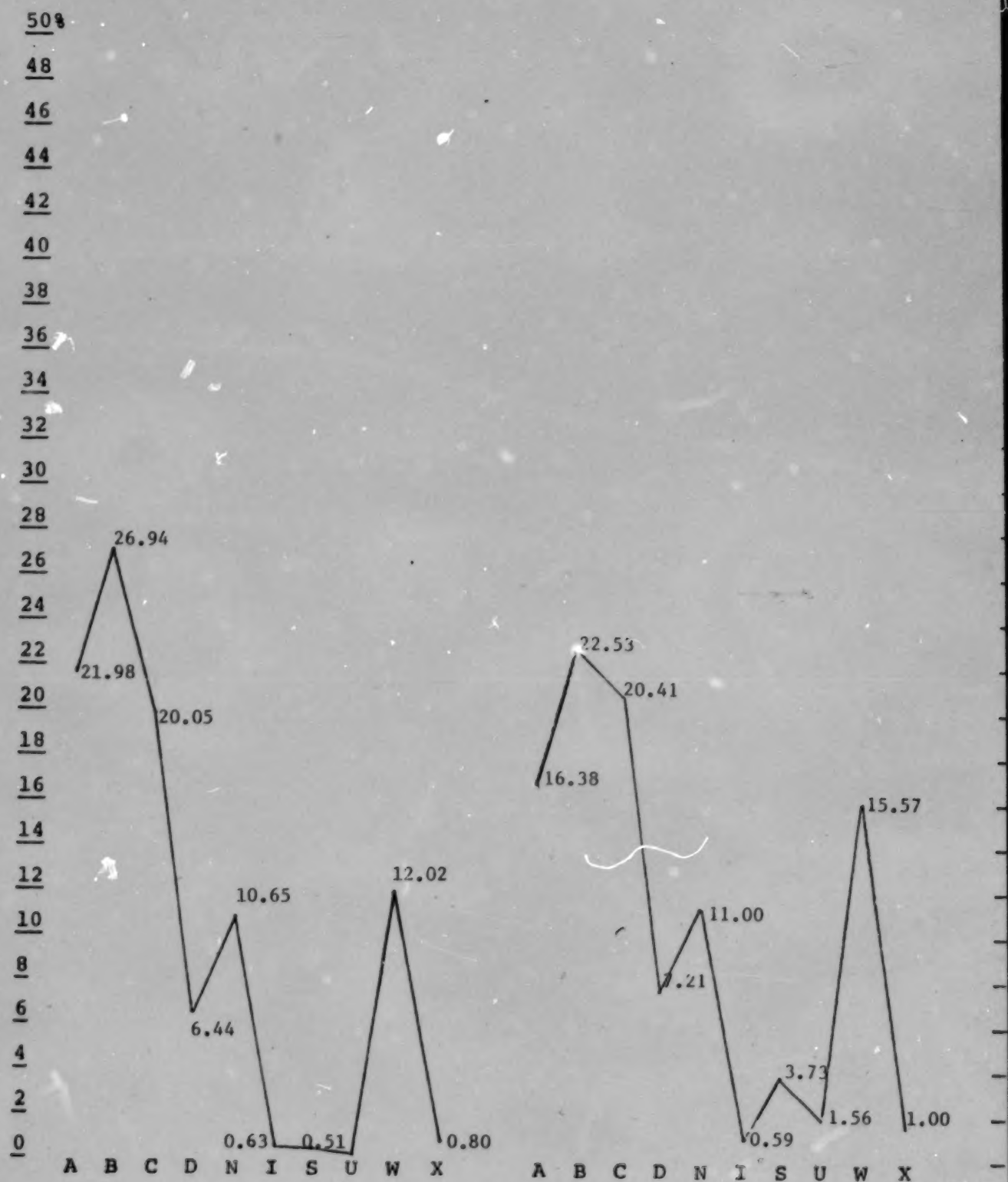


Division 3 - Mathematics and Science

TCC COLLEGE AVERAGE

GRADE DISTRIBUTION (PERCENTAGE)

Winter Semester 1975

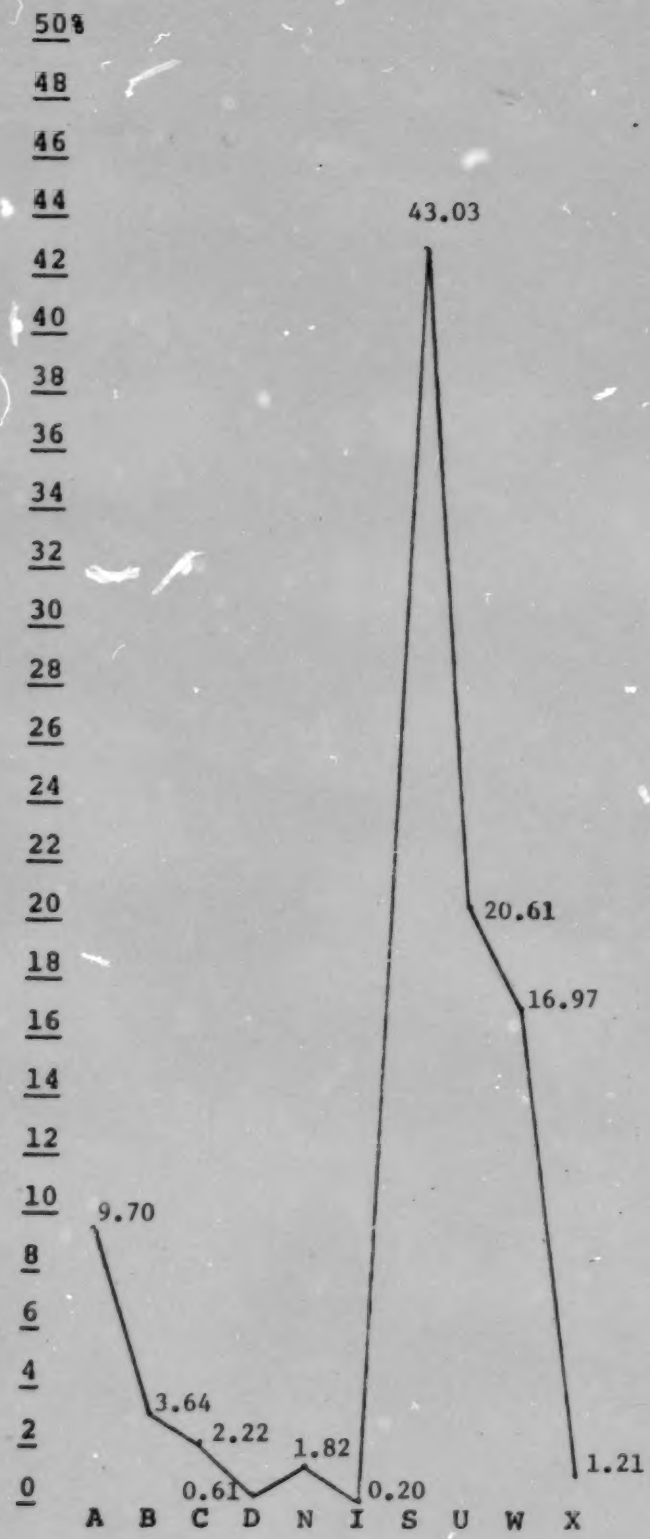


Division 4 - Applied Sciences

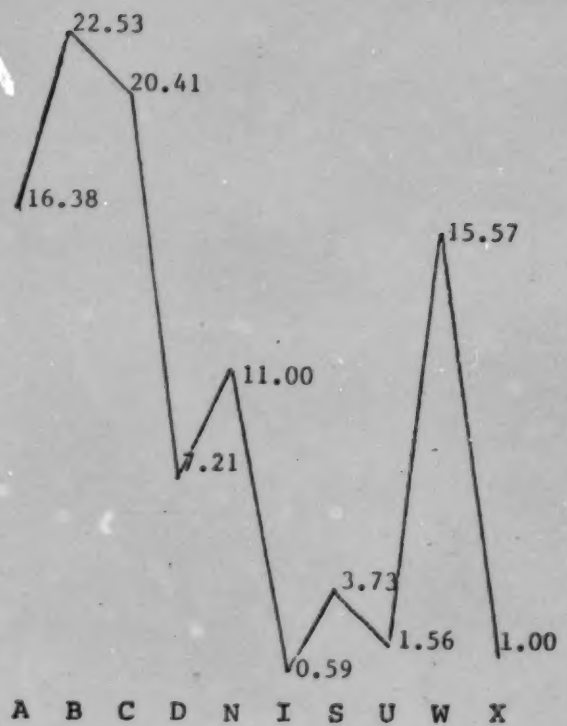
TCC COLLEGE AVERAGE

GRADE DISTRIBUTION (PERCENTAGE)

Winter Semester 1975



DIVISION "X" - Special Courses



TCC COLLEGE AVERAGE

tallahassee community college

June 23, 1975

MEMORANDUM

TO : Dr. Fred W. Turner, President
FROM : Archie B. Johnston, Director, Institutional Research
SUBJECT: Report on Florida Invitational Research Conference

The Florida Statewide Invitational Conference on Institutional Research was held in West Palm Beach, Florida from June 20-23, 1975.

The initial morning was devoted to a meeting of the Florida Inter-Institutional Research Council (IRC) led by Dr. John Nickens. The membership for 1975-76 has not yet been finalized, but it appears that several of the member colleges may have to withdraw their support. St. Petersburg Community College had initially indicated they would not participate, but subsequently "found" $45,000 so may be able to pay their $6,000 dues. Several other colleges indicated they plan to continue with the Council.

The IRC has produced a working model of the State Program Budget which can be used on any computer in the community college system. It appears to be an excellent program for us to work on budgets at various times of the year. Answers such questions as, "What IF we ...increased salaries 3% or reduced tuition $2.00...cut out I/R..." and appears to be a very practical application. The program is for sale to non-member colleges for $2,000 and we are asking the Board of Regents for more than $10,000 for its use in the university system. State of Virginia may also wish to purchase a copy. It is ready for our computer as soon as Mitch gets a chance to load it and we can test it with our 1976-77 estimated budget data.

IRC plans to write a Utilities Program through which we can test certain variable for optimums, e.g., what are optimum class times and locations best suited for energy economy. They are searching for National Science Foundation (NSF) funds to write the programs.

Finally the IRC is developing a Data Analysis program which may be used by faculty who want to run simple item analyses, pre- and post-tests, et al.

The Invitational Conference began at noon on Thursday and followed fairly closely to the attached schedule. I made a presentation on "What Does it Cost to Teach a Class in..." which is the course cost analysis I presented to our Academic Division Directors. It went over very well, and I was able to answer a number of questions from the audience.

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I made the evening address at the banquet and spoke lightly on the history and development of the Conference and made several presentations to past chairmen.

A number of the presenters did not have adequate copies of their paper for distribution, but will send them by mail in a few days.

In summary, the meeting was very helpful and I believe we obtained sufficient information to justify the time and expense.

ABJ/gc

enclosure: agenda

tallahassee community college

July 8, 1975

MEMORANDUM

TO: TCC Faculty and Staff

FROM: Archie B. Johnston, Director of Institutional Research

SUBJECT: Progress of Over-Load Students

At the request of the Assistant to the Academic Dean, Mr. William Donalson, this office conducted a study of students who took an over-load during the Fall 1974 and Winter 1975 semesters. An over-load is defined as having enrolled for seventeen or more semester hours at the end of Drop and Add period. The data are presented below as an assist to those individuals who have advisory responsibilities.

In the Fall semester there were 161 students who enrolled for 17 or more hours and in the Winter semester there were 209, including 37 who had also taken an overload the preceeding semester (Fall). There was a total of 370 subjects included in the study.

The median number of hours enrolled by this group was 18 compared with a collegewide average of 12 and the median number of hours earned was 14. (Hours earned are those hours for which a grade of A-D was earned. E.g., a student enrolled for 23 hours and received hours in grades as follows: A=0, B=1, C=4, D=3, N=6, S=3, and W=6: he earned 8 hours with a Grade Point Average of 1.75) (See Table I)

One might wonder then just how well the student completed his 14 hours earned, compared with his average counterpart. The grade point average for the over-load student was 2.73 compared with the TCC average of 2.71 so apparently he was able to carry the extra hours as well, or slightly better, than those who took 16 or fewer hours. (Table II)

From the foregoing study (complete data are available on file in this office for individual students) we can safely conclude that those students who apply for, and receive, overload permission will not suffer unduly, but will earn more hours and receive an average grade point.

ABJ/gc

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TABLE I

OVERLOAD STUDENTS
Fall 1974 - Winter 1975

Hours Earned	HOURS ENROLLED 26	25	24	23	22	21	20	19	18	17	N Compl	% Compl
24											0	0
23											0	0
22			1								1	0.27
21											0	0
20						1	3				4	1.08
19			1				2	4			7	1.89
18					2	1	1	9	22		35	9.46
17						2	2	6	5	38	53	14.32
16						1	4	6	10	22	44	11.89
15						1	4	3	18	9	35	9.46
14						1	4	2	4	11	22	5.95
13							2	2	3	17	24	6.49
12						4	3	5	12	11	35	9.46
11	1							3	2	4	9	2.43
10								4	3	6	13	3.51
9						1	1	1	11	8	22	5.95
8				1					2	3	6	1.62
7						1		1	1	7	10	2.70
6							1	2	4	3	10	2.70
5										1	1	0.27
4										3	3	0.81
3							3	1	1	1	6	1.62
2											0	0
1											0	0
0					1	2	2	1	12	12	30	8.11
N Enroll	1	0	2	1	3	15	32	50	110	156	370	
% Enroll	0.27	0	0.54	0.27	0.81	4.05	8.65	13.51	29.73	42.16		99.99

TABLE II

GRADE POINT AVERAGES

GPA												
3.00												
2.90										2.84		
2.80							2.83	2.74			2.73	2.71
2.70												
2.60					2.67				2.62			
2.50												
2.40						2.41						
2.30	2.33											
2.20												
2.10												
2.00												
1.90												
1.80			1.80									
1.70		none		1.75								
(N)	(1)	(0)	(2)	(1)	(3)	(15)	(33)	(49)	(110)	(156)	(37)	(5158)
Hours	26=	25	24	23	22	21	20	19	18	17	AV	TCC AV

MEMORANDUM July 9, 1975

TO: Mr L. Mitchell Davidson, Director of Data Processing
FROM: Archie B. Johnston, Director of Research
SUBJECT: Print-out of TCC Graduates
Re: Punched Cards sent to your office on July 8, 1975

Archie B. Johnston

In order to comply with certain reporting requirements, a print-out of all TCC graduates is desirable. Yesterday, a drawer of punched cards containing the names of all TCC graduates was sent from key-punch to your office.

Some of the cards do not contain either the sex or the race of the individual and these data are necessary for reporting purposes. It might be possible to obtain sex and race data by matching the student number and/or name against some other electronic record.

Please provide this office with a print-out of all students whose names are in the referenced cards in a format similar to that indicated on the attached Print Chart.

Thank you.

TCC GRADUATES

JULY 9, 1975

YEAR	SEMESTER QUARTER	TYPE DEGREE	NAME OF PROGRAM	RACE	SEX	LAST NAME	FIRST	I	STUDENT NUM
XXX	XXXXX	XXX	XXXXXXXXXXXXXX	XXXXX	X	XXXXXXXXXXXXXX	XXXXXXXXX	X	XXX-XX-XX

(Sort by:)

Year (1966 — 1975)

Semester/Quarter (Winter, Spring, Summer, Fall)

Type Degree (AA, AAS)

Name of Program (alphabetical)

Race (white, black, other)

Sex (~~White~~ M, F)

Last Name (Alphabetical)

First Name (alphabetical)

Initial (Alphabetical)

Student Number (No order)

tallahassee community college

July 9, 1975

MEMORANDUM

TO: Chairman, Administrative Council

FROM: Program and Budget Committee

SUBJECT: Recommendations for Enrollment Cap

The Program and Budget Committee at its July 9, 1975 meeting passed the following recommendations for submission to the Administrative Council:

It is recommended that:
1. Enrollment in the Fall Semester 1975 proceed on the basis of a projected student FTE of 2282 for the academic year 1975-76.
2. Following completion of the Drop and Add period in September 1975, the enrollment problem be restudied in respect to various indicators, e.g., actual hours of enrollment by HEGIS disciplines, economic indications for the fiscal solvency in Florida, et al.
3. The enrollment quotas by HEGIS discipline Winter Semester 1976 be based upon the results of paragraph two above.
4. A similar procedure be followed after Winter Drop and Add to establish enrollment quotas for Summer Semester 1976.

The Program and Budget Committee also recommends approval of the request from the Math and Science Division to delete MS 225 and MS 226 and add MS 228 to the mathematics curriculum.

Archie B. Johnston

CHAIRMAN

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May 27, 1975

MEMORANDUM

TO: Dr. Johnston, Chairman
Program and Budget Committee

FROM: Office of the Dean of Instruction

SUBJECT: Assessment of Committee Functions

Since I will be away at the time of the next P & B Committee meeting, I wanted to respond to your memo of May 8, 1975.

I would not recommend any changes to the objectives and responsibilities of this Committee. I do believe, however, that we could perform a very practical and useful near-term service for the College in the areas of objectives a) and c). In my view the objectives alluded to in these subparagraphs are not limited just to purely academic programs.

Since economics is the theme of the times, I would urge the Committee to thoroughly review all aspects of the following academic support services:

a) Teacher Aides
b) Student Assistants
c) Program Chairman Stipends

Howard

HWC/gg

M E M O R A N D U M

TO: Dr. Archie Johnston, Chairman,
Program and Budget Committee

FROM: Etta Mae Whitton, Director,
Division of Science/Mathematics

DATE: July 2, 1975

SUBJECT: Proposed change in the mathematics curriculum

The mathematics faculty requests that

(1) MS 225 (3 hours) Structure of the Rational Number System and MS 226 (3 hours) The Real Number System and Informal Geometry be deleted from the curriculum and that

(2) MS 228 (4 hours) Algebraic Structure of the Real Number System and Informal Geometry be added as of Winter Semester, 1976.

The new course, MS 228, would combine the contents of MS 225 and MS 226 without omitting any topics. Time would be saved by concentrating on mathematical content rather than techniques for teaching elementary students. We feel that such an emphasis would not harm the prospective elementary teacher since he is required to take several methods courses but no other mathematics courses.

This change should result in a savings for the college since the obligation to continue a sequence course even for a very small enrollment would no longer be a consideration.

tallahassee community college

July 10, 1975

MEMORANDUM

TO: Dr. Fred W. Turner, President

FROM: Archie B. Johnston, Director, Institutional Research

SUBJECT: Overload Students who Completed Hours Attempted

The following chart displays the number of students taking an overload (17 or more semester hours) who completed all they attempted, the number who dropped 1, 2, or 3 hours and the percentage of the total overload population of 370 students.

Hours Attempted	Total	Hours Dropped 0	1	2	3	4 or more
26	1	0	0	0	0	1
25	0	0	0	0	0	0
24	2	0	0	1	0	1
23	1	0	0	0	0	1
22	3	0	0	0	0	3
21	15	0	1	0	1	13
20	33	4	2	1	2	24
19	49	4	9	5	6	25
18	110	21	5	10	19	55
17	156	38	22	9	10	77
Total	370	67	39	26	38	200
% of Total	100	18%	11%	7%	10%	54%

These findings have implications with respect to the number of overload hours which may be anticipated when students begin paying for courses at an hourly rate. Experience at FSU indicated students taking 15 to 18 hours at the time of change to an hourly rate dropped back to 12 to 14 hours. This loss was somewhat offset by the number who increased from 11 to 12 hours (a full load) plus an increased headcount enrollment. (see attached Memo, this office dated December 3, 1974) I still believe, as stated in my memo, that we will see very little drop, if any, in the overall number of hours enrolled during academic year 1975-76.

ABJ/gc

cc: Mr. Crews
Mr. Donalson
Mr. Rooks

encl: memo

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July 10, 1975

MEMORANDUM

TO: Dr. Fred W. Turner, President

FROM: Archie B. Johnston, Director, Institutional Research

SUBJECT: Membership in IRC Council

Recommend we continue our membership in the Florida Community Junior College Inter-Institutional Research Council (IRC) for the coming academic year 1975-76.

Travel pay for me to attend IRC meetings is paid by the IRC Council from this membership fee and thus our travel budget is reduced for attendance at several meetings each year.

The IRC has developed several new computer programs which are of possible assistance to us, e.g., Budget Simulation Model which produces a computer processed program budget. Several other projects are underway and in the near future we should have a simple item analysis model which may be used by individual faculty members to evaluate their own classroom tests and/or examinations. In the immediate future the IRC will have an Energy Conservation study of the member colleges.

I believe that during this coming year the IRC will be able to provide us with much assistance which will be helpful as well as time-saving.

Request the Budget Request for Institutional Research (16110) be amended to add $2,234.71 for IRC membership during academic year 1975-76.

ABJ/gc

cc: Mr. Crews
Dr. Metcalf

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July 16, 1975

MEMORANDUM

TO: Faculty and Staff

FROM: Archie B. Johnston, Director of Institutional Research

SUBJECT: Dropout Responses

We received 95 responses from students enrolled during the Winter Semester 1975 listing reasons why they do not plan to return during the Summer Semester.

Responses By Categories:

Graduation	48
Transferring to other Colleges or Universities	13
Needed only 1 or 2 courses	6
Moving from the Tallahassee Area	7
Working	3
Personal Reasons	3
No Response	15
Total	95

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July 31, 1975

M E M O R A N D U M

TO: Dr. Fred W. Turner, President
FROM: Archie B. Johnston, Director I/R
SUBJECT: Rating Scale for Administrators
RE: Rating Scale for Academic Administration, University of Northern Colorado (Copy attached)

In response to a request from this office, we have received today a copy of the rating scale and Manual of Instructions used by the faculty of the University of Northern Colorado to rate their academic administrators. It appears to be an excellent instrument and one which should prove of value to this college.

With the addition of one rating block entitled "no opinion" or "not applicable" the scale should be available for rating any or all administrators with whom they come in contact and for whom they believe they could fairly and effectively perform an evaluation. Not every faculty member would be expected to rate every administrator.

I suggest that this form be routed to each of the administrators listed below for comment and return not later than September 1, 1975. Following that, I could present the form in a faculty senate meeting and explain the mechanics for distribution, collection, evaluation and dissemination of results to the appropriate individuals.

Suggested administrators to be evaluated by faculty:

Dr. Fred W. Turner	Mr. James Nash
Mr. Howard Crews	Mr. Mitchell Davidson
Mr. Wm Donalson	Dr. Richard Metcalf
Mr. Mack Rooks	Dr. Archie B. Johnston
Mrs. Marion Buford	Mrs. Eloise Harbeson
Mrs. Sylvia DeLoach	Mrs. Dorothy Binger
Mrs. Charlotte Griffin	Dr. Robert Culbertson
Mr. Laurence Benson	Miss Mary Marshall
Mrs. Charlotte Blee	Mrs. Etta Mae Whitton

Please advise so that I may generate a cover letter, develop a system and make distribution to administrators concerned.

ABJ/gc

cc: Mr. Howard Crews

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tallahassee community college

August 20, 1975

MEMORANDUM

TO: Thomas Lewis, Maintenance Supervisor
FROM: Archie B. Johnston, Director of Institutional Research Archie B. Johnston
SUBJECT: Data for State and Federal Reports

This memorandum is in confirmation of our telephone conversation of August 19, 1975. Please have the below listed data to this office in time for our college to respond to the deadline dates established by state and federal authorities. Upon receipt of the data from you in draft form I will have it typed in final form and make the actual submission.

I. September 12, 1975 Handicapped Renovation Projects:
The state has received funds for renovation of facilities to make access easier to handicapped persons. Each college is requested to submit a list of projects for this purpose.

1. Projects to be rated as follows:
   Priority One: Urgently Needed
   Priority Two: Needed
   Priority Three: All Others

2. Your suggestion about sidewalks is an excellent example. I also suggest you contact Mr. Kelly Parrish a coordinator counselor for handicapped persons. His office is at Lively Technical School and he is out of town until September 3rd. You might see him as soon as possible in order that he may work with you to develop a list of facilities and estimated costs for submission by the deadline date.

II. October 15, 1975 (Division would prefer it earlier if possible) Facilities Inventory Reports:
These are annual up-date reports on our use of facilities. Division has considerably simplified the reporting on facilities to where we only report changes.

1. A listing is needed of only those rooms and spaces in buildings: Administration, Faculty, Fine Arts, Science, and Library, which have had a change in their primary use, e.g., Supply Office is now Data Processing Center of Typing Lab A104 is now Classroom. No data are needed regarding square footage unless permanent construction has changed the size of the spaces.

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2. A listing is needed of all spaces in the new Applied Science Building. List must show room number, square feet and purpose, e.g., AS 105, 609 square feet, Teaching Lab or AS 116, 39 square feet, Janitor's Closet. Square footage may be calculated from the architectural drawings.

Copies of the report formats are available from this office if you need them. Let me know if there is any way in which I may assist you in the preparation of the drafts. Please allow time for typing, mailing and processing the finished reports yet have them at Division of Community Colleges by the deadline date. Your cooperation will be sincerely appreciated.

ABJ/gc

cc: Dr. Metcalf

tallahassee community college

August 22, 1975

MEMORANDUM

TO: Dr. Fred W. Turner, President
FROM: Archie B. Johnston, Director I/R
SUBJECT: Enrollment of Minority Students

The stated intent of many of our civil rights actions has been to obtain a ratio of minority students in the institution comparable to the rate of the community from which the students are drawn. In our case, that should be the counties of Leon, Gadsden and Wakulla. In the Fall 1974 semester 84.2% of our student body came from those three counties. The data in this memorandum are based upon the United States Census reports for those counties taken in 1970.

In order to provide a valid population base upon which comparisons may be made, it is necessary to define the population limits of the college and apply these restrictions to the catchement areas. The single restriction placed upon entrants to this college is the possession of a high school diploma or its equivalent. There are no restrictions placed upon age, but with statistically insignificant exceptions, our student body lies between the ages of 18 to 60.

We have only one student who classifies herself as an American Indian and only ½ of 1% as Oriental, for the purposes of this discussion we will consider two groups; minorities comprising Blacks, Orientals and Indians and a majority group of White Americans. Data will be furnished according to sex for both groups.

Detailed data for the three county area are attached as enclosures to this memorandum and the main body will be restricted to analyses of those data.

The population Census for the three counties (148,539 persons) reflects the following percentage distribution:

White Males	31.9%	Black Males	16.1%	Total Males	48.1%
White Females	33.6%	Black Females	18.1%	Total Females	51.9%
White Total	65.4%	Black Total	34.2%	Total Population	100.00

Since we have established our college population parameters as a high school graduate between the ages of 18 and 60, we need to limit our counties population the same with the following results.

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	Total Population	Ages 18 through 61	High School Graduates
White Males	47,375	29,167	20,160
White Females	49,840	30,742	21,509
White Totals	97,215	59,909	41,668
Black Males	23,861	11,290	2,274
Black Females	26,929	13,311	3,438
Black Total	50,790	24,601	5,712
Total Males	71,498	40,642	22,434
Total Females	77,041	44,254	24,947
Total Population	148,539	84,896	47,380

A comparison of the ideal racial composition with that of our college enrollment data for the Fall Semester of 1974 reveals that we are not as far from our goals as one might think. We will make a new comparison when the new data become available sometime in late September or early October 1975.

	Ideal		Actual		Difference	
	N	%	%	N	N	%
White Male	1123	42.6	44.9	1183	+ 60	+ 2.3
White Female	1196	45.4	45.9	1209	+ 13	+ 0.5
White Total	2316	87.9	90.8	2392	+ 73	+ 2.9
Black Male	126	4.8	4.7	125	- 1	- 0.1
Black Female	192	7.3	4.5	118	- 74	- 2.8
Black Total	319	12.1	9.2	243	- 75	- 2.9
Total Male	1249	47.4	49.6	1308	+ 59	+ 2.2
Total Female	1386	52.6	50.4	1327	- 59	- 2.2
Total Population	2635	100.0	100.0	2635	0	0

The reader who believes we should have more than 12% of our population allotted to minority races must realize that it matters little how many bodies are located in an area, but how many of those individuals are qualified by age and basic schooling to attend the college. We must eliminate from our statistical calculations those individuals of all races who are under age 18 and over 62 and those who have not completed high school.

The median grades of schooling completed indicate one reason for the limited size of qualified entrants for all races. Black males in Wakulla county completed the fewest years of schooling with a median of 4.7 years and Black females had a high of 9.5 years in Leon county. The US Census data were not isolated for Whites, but the Totals of all races infer a higher rate for Whites as the low for the total area population was 8.4 years in Gadsden county with a high of 12.7 in Leon county (both figures were for males). As a consequence, our college population, which is composed of high school graduates reflects this difference.

Our percentage of minority students has remained remarkably constant throughout the years. We have fluctuated from a low of 4% in the Fall of 1970 to a high of 10% in the Summer of 1973. Over the full twenty-one terms we have averaged 8% black students. With just a small emphasis upon recruitment of Black Women we will reach an ideal racial balance.

Population Ratios
(US Census, 1970)

Total Population	Leon N	Leon (%)	Gadsden N	Gadsden (%)	Wakulla N	Wakulla (%)	TOTALS N	TOTALS (%)
White Male	37429	(36.3)	7593	(19.4)	2353	(37.3)	47375	(31.9)
" Female	39096	(37.9)	8321	(21.2)	2423	(38.4)	49840	(33.6)
" Total	76525	(74.3)	15914	(40.6)	4776	(75.7)	97215	(65.4)
Black Male	12138	(11.8)	10980	(28.0)	743	(11.8)	23861	(16.1)
" Female	13883	(13.5)	12267	(31.3)	779	(12.3)	26929	(18.1)
" Total	26021	(25.3)	23247	(59.3)	1522	(24.1)	50790	(34.2)
Total Male	49817	(48.3)	18583	(47.4)	3098	(49.1)	71498	(48.1)
" Female	53230	(51.7)	20601	(52.6)	3210	(50.9)	77041	(51.9)
" Population	103047	(100)	39184	(100)	6308	(100)	148539	(100)

I= Age 18-61 II = High School Graduate	Leon I	Leon II*	Gadsden I	Gadsden II*	Wakulla I	Wakulla II*	TOTALS I	TOTALS II*	TCC Student Racial Ratios (%) Ideal	Fall '75
White Male	23792	17851	4155	1904	1220	404	29167	20160	42.6	44.9
" Female	25181	18682	4324	2364	1237	463	30742	21509	45.4	45.9
" Total	48973	36533	8479	4268	2457	867	59909	41668	87.9	90.8
Black Male	6340	1731	4657	494	293	50	11290	2274	4.8	4.7
" Female	7526	2469	5465	918	320	51	13311	3438	7.3	4.5
" Total	13866	4199	10122	1412	613	101	24601	5712	12.1	9.2
Total Male	30311	19582	8818	2398	1513	454	40642	22434	47.4	49.6
" Female	32895	21151	9796	3282	1563	514	44254	24947	52.6	50.4
" Population	63206	40732	18614	5680	3076	968	84896	47380	100	100

I= Median years school completed
II= Percent of High School Graduates

	Leon I	Leon II	Gadsden I	Gadsden II	Wakulla I	Wakulla II	TOTALS I	TOTALS II
White Male		75.0		45.8		33.1		69.1
" Female		74.2		54.7		37.4		70.0
" Total		74.6		50.3		35.2		69.6
Black Male	8.3	27.3	6.0	10.6	4.7	17.1		20.1
" Female	9.5	32.8	7.3	16.8	7.9	15.9		25.8
" Total		30.3		14.0		16.5		23.2
Total Male	12.7	64.6	8.4	27.2	8.8	30.0		55.2
" Female	12.5	64.3	9.3	33.5	9.8	32.9		56.4
" Population		64.4		30.5		31.5		55.8

* Statistically derived from "Years of School Completed". Percent of high school graduates applied to population between ages of 18 through 61. Ratio is percent of total 47,380

tallahassee community college

August 25, 1975

MEMORANDUM

TO: President and Administrative Staff
FROM: Archie B. Johnston, Director I/R
SUBJECT: Evaluation Standards - Community College Equal Access-Equal Opportunity Plans

Re: Draft of Division of Community College's plan with subject as above dated August 22, 1975

Following is a calendar of events with a one line title or description of reports, procedures and actions required by above reference. More detailed descriptions of each action is contained in the basic document which is arranged by affected administrative division rather than chronologically.

September 1, 1975:

List of professional, faculty and administrative position vacancies. (Continuous)

September 15, 1975:

1. Appointment of an Equal Access-Equal Opportunity Committee (Initial action)

2. Appointment of an Equal Access-Equal Opportunity Coordinator(s) (Continuous)

3. Student Recruitment Plan must contain at least the following:

   a. Goals for the number of students by ethnic category and sex for each program.(Revise as needed)
   b. Processes, procedures and time-tables for achieving recruitment goals. (Revise as needed)

4. A list of prime sources of prospective students (Revised as needed)

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5. Policy statement on photographs of minorities* in all official publications.

6. Review of wording on admission aid forms for simplicity and clarity. (Revise as needed)

7. Financial Aid Policy listing factors essential for making higher education possible for the economically depressed.(Continuous)

8. Review of wording on financial aid forms for simplicity and clarity. (Revise as needed)

9. Counseling, Guidance and Testing policy statement.(Revise as needed)

10. Special counseling services made available to minorities. (Revise as needed)

11.** Committee of students for advice and feedback on concerns of minorities. (Continuous)

12.** Student Academic Grievance Committee established.(Continuous)

13. Goals for minorities in administrative, instructional, supervisory support personnel, and other support personnel. Time tables for accomplishing these goals must be included. (Revise as needed)

14. Plan must contain specific processes and time-tables for assisting all to become aware of needs and concerns of minorities. (Continuous)

* The term "Minority" shall include racial groupings other than White American, all females, and all persons suffering from physical or mental handicaps.

** Indicates an action or report which is desired but not, at this time, required.

October 1, 1975:

1. Distribution to EA-EO Committee copies of Division of CC EA-EO Plan (Continuous)

2. Specific data reported to HEW with copies to Division of Community Colleges (Continuous)

3. College develops an "Impact on Minorities Study" format for use when contemplating any major program changes. (Continuous)

4. College develops an "Impact on Minorities Study" format for use when making decisions relative to changes in physical facilities. (Revise as needed)

5. Plans for renovations and construction contain special plans for the physical handicapped (Revise as needed)

December 15, 1975

1. File with Division of Community Colleges descriptive personnel data on composition of EA-EO Coordinator(s). (As revised)

2. Student Recruitment Plan report contains number of students by minorities. (Continuous)

3.** Report on percentage of time allocated to student recruitment. (Revise as needed)

4. Schedule of recruiting visits with reports on contacts. (Annually)

5. Report on composition of Recruiting team. (Continuous)

6. Description of public transportation to college. (Revise as needed)

7. Inclusion of minorities on counseling staff (Revise as needed)

8. Review of admission requirements to special programs (Revise as needed)

9. Review of college testing program. (Revise as needed)

10. Attrition study and retention patterns by program (Continuous)

11. Recruitment, retention and promotion plan for all personnel. (Continuous)

12. Processes and time-tables for recruitment and processes to attain goals. (Revise as needed)

13. Documentation of efforts to recruit minority personnel for employment. (Continuous)

December 31, 1975

1. Statistical data on economically deprived students and the financial aid made available to them. (Annually)

2. Submission of reports on employees for HEW filed at Division of Community College. (Annually)

April 1, 1976:

1. External committee reflecting minority composition of college district. (Continuous)

June 15, 1976:

1. Presidential report to trustees on EA-EO progress. (Annually)

2.** Portion of staff and personnel meeting devoted to EA-EO Plan. (Annually)

3.** Portion of student orientation devoted to EA-EO Plan (Each Term)

4. List of barriers, recommendations for elimination of barriers, and time-tables for corrective action. (Continuous)

5. Statistical data on district composition of minorities. (Each five years)

6.** Workshop for admissions personnel regarding needs and concerns of minorities. (Annually)

7. Special student class scheduling design or priorities for minorities. (Revise as needed)

8.** Have a written employee grievance procedure. (Continuous)

9. Dissemination of Career Information to minorities. (Continuous)

July 1, 1976:

1. Use of SPD funds to assist educationally disadvantaged. (Continuous)

August 1, 1976:

1.** Employment of bi-lingual persons in admissions office. (Not applicable at TCC)

August 15, 1976:

1. Alternative instructional systems for different learning styles. (Continuous)

2. College credit for all courses given. (Continuous)

3.** Elimination of segregated classes of remedial work. Incorporation of remedial and honors program into regular classes. (Continuous)

4. Special tutoring for educationally disadvantaged. (Continuous)

December 15, 1976:

1. Progress report on recruitment efforts due Division of Community Colleges. (Continuous)

April 15, 1977:

1. Full External Committee meets with college president. (Annually)

June 1, 1977:

1. Minutes of Full External Committee and sub-committees submitted to Division of Community Colleges. (Annually)

September 15, 1977:

1.** Minority persons serve on every external advisory committee. (Continuous)

2.** Minority persons serve on all campus-wide and college-wide committees. (Continuous)

tallahassee community college

August 26, 1975

MEMORANDUM

TO: Dr. Richard J. Metcalf, Dean of Administrative Services

FROM: Archie B. Johnston, Director, I/R

SUBJECT: Reporting Format

Mrs. Charlotette Johnson, of your division, has devised an excellent instrument for collection of payroll data for our college employees. Through use of this instrument, with two slight modifications, we will be able to secure much of the data required for Office of Civil Rights reports.

The modifications required are the entry of the cost center to which the employees pay is to be charged and a change in the salary brackets devised by Mrs. Johnson.

A sample of the proposed amended document is attached.

At your and her pleasure, it would be advisable for her to meet with me in order to see if this modification can be made and a system of data entry be designed to enable the reporting data to be captured from our computing system rather than laboriously by hand each year.

ABJ/gc

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POST ENTER	TYPE OF POSITION		AGE GROUP					SEX	
	DATE EMPLOYED	NAME	20-30	31-40	41-50	51-60	61-70	M	F

RACE																
B	AO	SS	AI	O	Below 3,000	3,000 - 4,999	5,000 - 7,499	7,500 9,999	10,000 12,999	13,000 15,999	16,000 18,999	19,000 24,999	25,000 29,999	30,000 and above

tallahassee community college

September 8, 1975

MEMORANDUM

TO: Dean of Instruction
Academic Division Directors
FROM: Archie B. Johnston, Director or Research ABJ
SUBJECT: Title I Grant Applications
REFERENCE: Attached Abstracts from Title I HEA 1965 Regulations

Certain monies are available for distribution under Title I to assist community colleges establish new or innovative programs. These funds must be matched by the college through either cash (which no one ever uses) or service-in-kind (instructors time, rent on the building, share of utilities, typewriters and secretaries, etc.).

The areas of emphasis for this year's funding are:

1. Programs for the Aged
2. Environmental Programs
3. Programs for Consumer Education and Economic Readjustment
4. Programs for Women

More complete descriptions of the above programs are attached to this memo.

Please note deadline for one-page summaries of proposals: October 15, 1975 at the Office of the State Coordinator.

If I may be of any assistance, please call at extension 274 or 275.

ABJ/gc

Encls: Abstracted pages

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PEOPLE TO BE SERVED

The target groups indicated are a reflection of the four designated priority areas.

1. Programs for the Aged:

   The 1970 census indicates that at that time Florida had 989,366 senior citizens (65+). The 1974 estimate was 1,442,099 (based on research done by the Division of Population Studies, University of Florida).

   Of this total figure it is anticipated that Title I HEA programs will reach at least 2,365 senior citizens. This is an anticipated 10 percent increase over the total number reached in 1975. The projected target population figures for this category in 1977 are 2,602 and 2,862 in 1978.

2. Environmental Programs:

   The total adult population of Florida needs to be involved in environmental awareness and education programs, but that total figure is beyond the reach of Title I HEA.

   The specified target group for environmental education programs are community leaders throughout the state. There are 396 incorporated communities in Florida, with 3,000 elected officials. Of this total group it is anticipated that at least 726 people will be reached by Title I HEA environmental education programs. This is an increase of 10 percent over last fiscal year. The projected target population figures for this category in FY-1977 are 799, and in FY-1978 are 879.

3. Programs for Consumer Education and Economic Readjustment

Consumer education is relevant to the entire adult population of Florida; however, there are 229,241 families in Florida living at less than poverty levels (Florida Statistical Abstract, 1973). It is toward these disadvantaged that the main thrust of consumer education will be directed. It is anticipated that at least 1815 persons from this group will be involved in Title I HEA programs during FY-1976, and increase of 10 percent over last fiscal year. The projected target population figures for this category in FY-1977 are 1997 and in FY-1978 are 2197.

4. Programs for Women:

Total female population (18 or over) in Florida is over 2,500,000 (Florida Statistical Abstract, 1974). In FY-1976 it is anticipated that Title I HEA programs will reach at least 1815 women, an increase of 10 percent over last fiscal year. The projected target population figures for this category in FY-1976 are 2001 and 2201 in FY-1977.

Target figures listed above reflect the number of people who will be directly involved in programs sponsored by Title I HEA in the State of Florida. It is hoped that through careful selection and skillful implementation of programs, it will be possible to indirectly reach the designated target groups far in excess of the indicated numbers.

TYPES OF ACTIVITY TO BE SUPPORTED

Programs selected for implementation in Fiscal Year 1976 should directly relate to the priority areas and needs specifically outlined in this amendment.

As part of this state's effort to develop a truly comprehensive, state-wide approach to community service, we are encouraging a cooperative effort by all participating institutions of higher education with similar or related project activities. A communications network has already been established among funded institutions and will be expanded in 1976. This approach should promote greater communication among participating colleges and universities and should strengthen and more effectively utilize college and university resources as an intensive effort is directed toward the resolution of Florida's most obvious community problems.

Activities which would be undertaken can involve various extension or continuing education activities. Instructional methods include, but are not limited to, formal classes, seminars, lectures, demonstrations, counseling and correspondence, radio, television and other innovative programs of instruction and study organized at a time and geographic location enabling individuals to participate.

All project activities must be designed to provide new knowledge and skills to appropriate adults which will be applied in the process of community problem solving.

PROCEDURES FOR SUBMITTING AND REVIEWING PRELIMINARY PROPOSALS

1. Make sure your proposal idea deals with one of the four objectives designated in the Annual Amendment for FY-1976. They are:(1) Programs for the Aged, (2) Environmentalism, (3) Consumerism and Economic Readjustment, and (4) Programs for Women.

2. Complete the preliminary proposal form. Be as descriptive as possible within the space allocated.

3. Under "Estimated Federal Funds Required" remember that your institution is committed to match the federal contribution by at least one-half. Therefore, if you require $20,000 in federal funds, your institution must be prepared to commit at least $10,000 in either funds or in-kind services.

4. Fourteen (14) copies of the preliminary proposal form must be in the State Coordinator's Office no later than October 15, 1975.

5. Each proposal is reviewed by the State Coordinator and each member of the State Advisory Council. All comments and suggestions that are a result of this review will be compiled by the state agency staff and returned to the proposal writer no later than November 15, 1975.

6. Along with the comments and suggestions regarding the preliminary proposal will be:

    a. A copy of the final proposal, "Application for Project Grant Under Florida Board of Regents for Title I, Higher Education Act of 1965."

    b. A copy of "Procedures for Submitting and Reviewing Final Proposals."

PRELIMINARY PROPOSAL

Program Title:

Sponsoring Institution:

Project Director:

Estimated Federal Funds Required:

Identify Anticipated Participants:

Indication of Community Support:

Nature of Community Problem:

Program Objectives:

Program Format:

tallahassee community college

September 15, 1975

MEMORANDUM

TO: Dr. Juanita M. Gibson, EA/EO Coordinator, Division of Community Colleges
FROM: Archie B. Johnston, Director Research, Tallahassee Community College
SUBJECT: Response to sections 5, 6, 7, 8 and 9 of HEW's August 5, 1975 letter to Governor Reubin O'D. Askew

A. B. Johnston

We were most encouraged by the attitude of the Equal Access/Equal Opportunity representatives' from Atlanta Office of Civil Rights who attended the meeting at FAMU earlier this month. We had gone there with a feeling of apprehension and almost defensive negativism, but came away with a sense of cooperation. I really feel those two, at least, are reasonable men who want to get a job done. We feel the same.

It appears that our college, like many other institutions in Florida, is in compliance with the spirit of ea/eo, but we lack documentation. We have taken it for granted that everyone realized we had an open door policy and felt that "it goes without saying". Recognizing that OCR deals with some institutions who do not truly practice the open door and therefore must have proof of intentions, we have embarked upon a policy of "write it down" and will increase our formal and informal means of documentation.

Tallahassee Community College has always stood for equal access and equal opportunities for all from the day we first opened our doors, nine years ago. Attached as Enclosure 1 is a copy of our Basic Policy Statement which is issued to each new faculty and staff member as part of their orientation to our college. The attached copy is the latest (May 1975) revision of the original Policy Statement written in 1968 - some seven years' before we ever heard of an ea/eo office. We continually revise our policy as we feel a college's foundations must be maintained up-to-date to be of value.

To date, our college has never denied entrance to any applicant who has completed the equivalent of a high school education. We have never, do not now, nor plan to ever limit enrollments by test scores or establish other artificial barriers to higher education. We are conscious of our responsibility to provide access to educational experiences which are the right of every citizen and as a community college we are dedicated to service to our community - every member of our community.

Other than the President, the three highest ranking administrators are our deans and each has been given a leading role to play in our ea/eo plan. The Academic Dean is responsible for assuring ea/eo to all faculty and chief administrators; the Dean of Administrative Services is responsible for ea/eo observance in selection and promotion of all Career Service Personnel and the Dean of Student Affairs is responsible for maintaining the open door for all students. The Dean of Student Affairs is also the campus ea/eo coordinator and in all of their roles these men report directly to the president. As Director of Research, I coordinate the reporting activities and I likewise report directly to the president. Each of the foregoing agencies is assisted in his ea/eo activities by a committee which reports directly to the Dean.

In the following paragraphs, I have indicated the responses from individual deans to each section of the reference letter from HEW to Governor Askew. Community colleges were required to reply only to sections 5 - 9 inclusive.

Should any of these points require additional clarification, please call me and I will send such data as you recommend appropriate.

Section 5 - Increase of the Percentage of Black Persons Within the Public Community College Population:

I. Students: (Dean of Student Affairs) (Ref. Policy Statement pp 17-23)

A. Designation of the College Academic and Admissions Committee with the responsibility for participation in the development of equal access-equal opportunity plans and procedures and in the preparation and/or review of the simi-annual College reports required by HEW. The College Academic and Admissions Committee will, also, have the responsibility of monitoring progress in the implementation of the plan.

B. The Committee will be informed, by the Dean of Student Affairs, of the black enrollment percentage and headcount following early registration period to advise them of the progress status of the plan as it pertains to black enrollment.

C. The Committee will review all policies, requirements and procedures for general admission to the College as well as specific requirements for special programs to assure applicants of equal access-equal opportunity.

D. The Committee will review all information materials, applications, etc., regarding admission to the College as well as admission to special programs to assure that such is not written, constructed or produced in such a manner as to be confusing or discouraging to an applicant.

E. The Dean of Student Affairs will have the responsibility for establishing a schedule of "rap sessions" composed of black students, non-minority students, committee members and Student Affairs staff to meet in varying compositions to analyze and discuss minority admission and retention concerns.

F. The Dean of Student Affairs will have the responsibility for establishing a schedule of visits to the district high schools for recruiting representative (s) composed of counselors having the responsibilities for admissions, testing, academic advisement, financial aid, etc. Faculty members, students and administrators may be included at varying times to meet an appropriate need. The representative(s) will meet with high school students and counselors concerning all aspects of enrollment.

G. The Dean of Student Affairs will have the responsibility for advising the appropriate district school officials (county superintendents and principals) of the College's commitment and soliciting their full cooperation.

H. The Dean of Student Affairs will have the responsibility for continued assurance that the policies and implementation of the student financial aid program affords the black applicant equal access-equal opportunity. The College Student Financial Aid Committee will assist in monitoring this program. This Committee is composed of students, faculty and administrators.

I. The Dean of Student Affairs will have the responsibility for monitoring the enrollment priority program and insuring appropriate implementation of part 3 of the July 6, 1975 memorandum pertaining to achieving minority group balance. The intent of this part of the memorandum is to emphasize the College's concern that this program not block out black or minority applicants and that special consideration will be extended to insure against this happening. (See attachment)

J. Continued implementation of the non-punative grading system adopted September 25, 1973 whereby the failing grade of "F" is deleted from the College's grading system and replaced by the letter "N" indicating insufficient progress or achievement to receive an academic letter grade carrying quality points. Attached memorandum explains the background and purpose of the change. (See attachment)

II. Faculty: (Dean of Instruction) (Ref. Policy Statement pp 2-6)

At present, the teaching faculty of this college consists of 59 men and women of whom only one (2%) is a black male. However, our goal for the 1980-81 academic year is to increase from our present 2636 to 3600 students and to have a total of 12 black faculty (15%) for which we have a time-table attached to this memorandum indicating our projected increase. Naturally, this time-table is subject to numerous forces over which we have neither control nor present knowledge. Should there be a decline in the number of students enrolling or should enrollments remain constant there would be little or no change in the faculty composition and no opportunity to effect a change in the black ratio. However, we anticipate adequate growth in numbers of faculty which will provide us with the leeway to increase our number and percentage of black faculty members.

Known faculty/staff position openings are routinely conveyed, with accompanying job criteria, to several agencies:

Supplemental Registry, Division of Community Colleges (DCC)
Supplemental Registry, Southern Regional Education Board, Atlanta, Ga.
Supplemental Registry, Florida University Board of Regents (through DCC)
Directors of Placement at Atlanta, Tuskegee, Grambling and Howard University

In anticipation of the forthcoming Dean of Instruction position vacancy, and in addition to the forementioned agencies, a prepared brochure describing the position and its unique requirements was sent to each public and private university and college in Florida plus approximately 48 minority individuals listed in the DCC supplemental registry. Of course, applicants who apply directly to this college are also kept aware of possible vacancies in their field(s) of expertize.

In two areas - accounting and history - where the resignations were received too late for any hope of appropriate advertising prior to commencement of the Fall term, the positions were filled on an interim, temporary basis while the usual search and recruitment procedures were activated. The supplementary registry agencies and the directors of placement at four black colleges - Atlanta University, Tuskegee, Grambling and Howard University - were provided with the position vacancy information. In the instance of an assistant librarianship, the School of Library Science, Atlanta University, was also provided with our requirements and requested to post this information as appropriate.

Recruitment for a dental hygiene technician was advertised through the medium of the American Dental Hygienist Association registry. For recruitment of a dentist, advertisements were placed in the Navy Times and Retired Officers Association monthly magazine in addition to the supplemental registry agencies.

III. Career Service Personnel: (Dean of Administrative Services) (Ref.Policy Statement p.4)

Increase of the percentage of black persons within the public community college system.

Career Service -

At present we inform the Florida State Employment Service of all our Career Service openings. We also inform our own employees, either through a memo to each area, or by a notice in the weekly Communique. Lively Vocational-Technical School is also sent the information when a job becomes available.

Since we already have a substantial number of minority employees in our Career Service group, we have no plans to change our recruiting procedure. We are able to obtain a sufficient number of applicants from minority groups using these methods.

Section 6 - Students and Non-Professional Staff Recruitment:

Students:

Within 60 days, provide OCR with a copy of the overall Black student and non-professional recruitment program of the Division and the community colleges. Also provide documentation to show implementation of the recruitment program.

A. Black student recruitment--Attached is a memorandum to area guidance counselors requesting an opportunity to meet with students in September or early October. After the initial visit, the TCC counselors plan to request another meeting with Black students only in November. At that time we will distribute the booklet titled, "Why Are So Few Minority Students at T.C.C.?" and discuss with the Black students the advantages of attending TCC. During the second semester, the staff will return to the high schools to try to reach those students nearing graduation who have not made a definite choice as to the college they will attend. (See attachment)

Section 7 - Student Financial Aid Policies:

Within 60 days, develop and implement the student financial aid policies that are to provide incentive as well as meet the financial needs of Black students (as committed on page 4, Addendum Vol. 2 of the Plan.) Provide OCR with a copy of these policies.

Attachments:

A. Guidelines of the Tallahassee Community College Regarding Student Financial Aid--published in 1973.

B. Memorandum dated October 30, 1974 from Financial Aid Counselor giving breakdown on number of blacks, minorities and whites receiving aid and the amount awarded.

C. Statement on Interpreting Academic Progress As a Determinant For Continuing Eligibility For Student Financial Aid--dated November, 1974.

D. Procedures For Awarding Financial Aid to Transfer and Readmission Students--dated April 4, 1975.

E. Fiscal Operations Report (1974-75). Of the 92 unduplicated recipients receiving SEOG or CWS, 51 (or 55%) were Black students.

F. A current description of aid programs at TCC (green paper) which is handed to financial aid applicants.

Section 8 - Testing, Guidance and Compensatory Education:

Within 60 days, provide OCR with documentation to show that more effective means and modes of testing, guidance, and compensatory education have been developed and implemented. Specifically, they must enable all educationally disadvantaged students to enroll and succeed in self-chosen programs at a rate comparable to the rate achieved by the majority of students.

A. The Use of Tests At Tallahassee Community College--This is a policy statement of the Counseling Office on the use of tests in academic advisement of students. We would like to stress that we tell the students that tests are only one factor to consider in making a decision. His academic background is considered along with the degree of maturity. In the final analysis, the student must make the decision himself as to whether or not he wishes to enroll in compensatory programs. (See attachment)

B. The Self-Assessment Counselor has arranged a meeting with the Division Directors of the compensatory programs to review with them our guidance function in testing and academic advisement. (See sample memo dated September 10)

C. The Self-Assessment Counselor is developing an explanation of test scores and academic background considerations which will be mimeographed to give to students so they will be able to make decisions regarding placement in English and mathematics courses and to determine whether to seek exemption in those courses.

Section 9 - Development of Institutional Research Addressed Specifically to Recruitment, Retention, and Attrition of Black Students, Faculty and Staff:

The Office of Institutional Research (OIR) at this college is an individual full-time function which is dedicated to providing assistance to students, faculty and staff. Additionally, many research projects are originated by the OIR including progress studies for students. Results of these and other studies are maintained in the appropriate office but the original design is often kept at the OIR. "Back-up" or substantiating data for the reports enumerated under this paragraph are available upon specific request but are not included in this report for the sake of brevity.

The functions of recruitment, retention and attrition in each of the areas of students, faculty and staff have been assigned to specific administrators who maintain their individual files. Maintenance of duplicate files is discouraged as redundant, expensive and such files should be highly suspect after a period of time since updating may not always be consistent.

a. Determination of goals: Goal determinations have been made by the OIR for students, faculty and career service personnel based upon the ethnic distribution of the population within the three counties which serve as the population base for this college (Gadsden, Leon and Wakulla). (See Encl. 1 to paragraph 9)

(1) Student Goals: (Encl. 2 to paragraph 9)

	Number			Percent		
	1974-75	1980-81	Difference	1974-75	1980-81	Difference
Black	228	540	312	8.6	15.0	6.4
Other	15	35	20	0.6	1.0	0.4
White	2393	3025	637	90.8	84.0	-6.8
Total	2636	3600	969	100	100	0.0

(2) Faculty Goals (Encl. 3 to paragraph 9)

	Number					
	1974-75	1980-81	Difference	1974-75	1980-81	Difference
Black	1	11	10	2	15	13
Other	0	0	0	0	0	0
White	58	69	11	98	85	-13
Total	59	80	21	100	100	0.0

(3) Career Service Goals: (Encl. 4 to paragraph 9)

	Number			Percent		
	1974-75	1979-80	Difference	1974-75	1979-80	Difference
Black	23	26	3	58	59	1
White	17	18	1	42	41	-1
Total	40	44	4	100	100	0.0

b. Recruitment:

(1) Students (Dean of Student Affairs) Data are maintained on the dates of recruiting visits to each location, the method of presentation, member of contacts made and individuals contacting and contacted. Enrollment reports are checked against the foregoing data in an effort to determine the most effective means of recruitment.

(2) Faculty (Dean of Instruction) A list of persons contacted for each vacancy is maintained. Responses are coded to reflect source from which respondant learned of the vacancy in order to measure effectiveness of methods.

(3) Career Personnel (Dean of Administrative Servcies) Most applicants "walk-in" and are placed into an availability file. Limited advertising is done through the college paper which also has wide off-campus distribution. Interview reports are maintained as measures of effectiveness.

c. Retention:

(1) Students (Dean of Student Affairs) Each student who indicates, verbally or in writing of an intention not to return is requested to complete a drop out form listing reasons and possible reentry to the college. A computer printout is being programed to show retention data. (See Encl. 5 to paragraph 9)

(2) Faculty (Dean of Instruction) Files are maintained on faculty who leave our employ in an effort to strengthen our retention rate. However, we have a very small faculty turnover as we were growing until the economic recession commenced.

(3) Career Personnel (Dean of Administrative Services) A record is maintained of starting, promotion, demotion and ending dates for all employees.

d. Attrition:

(1) Students (Dean of Student Affairs) In general, one must admit that few formal studies have been conducted in the area of attrition. Since our college began, we have seen a period of steady growth and under such conditions one does not worry unduly about attrition. Our Black and other minority students have continually grown both in numbers and in percent of the total population. Consequently, attrition has been studied for given courses or offerings but not on a segment of the student population as an entity. Soon such studies will be undertaken.

(2) Faculty (Dean of Instruction) Again, as with students, we have seen a stable faculty with very little attrition due to factors other than retirement. We, fortunately, have not had to dismiss faculty in conjunction with the economic slump. Should our faculty or chief administrative staff begin to leave in significant numbers to justify expenses inherent to a study, such a move will be undertaken.

(3) Career Service Personnel (Dean of Administrative Services) In the area of Career Service personnel, no formal attrition studies have been undertaken. Should our period of growth begin to stagnate, or signs of a mass exodus appear, a study will be undertaken in an effort to avert such actions. Such a study is not contemplated in the face of the present local and national economic conditions.

e. Measurement of Progress of Black Students:

(1) A computer program is being written to produce a report which will compare the grade point averages of black and white students within a class to determine the comparative academic achievement of minority with majority students. Hopefully, this will provide one measure of learning readiness, based upon prior college classroom experience, of minority students who are in competition with the rest of their classmates in identical learning situations.*

(2) A computer program is being developed to compare the number of black students as opposed to the number of white students who receive a passing grade in the same classroom. Combined with (1) above, we should begin to grasp an idea of how well the black student did, or did not, overcome a possible previous handicap of a lower grade-point-average.*

(3) Each term a computer listing will be made comparing the enrollment against the previous two terms (a three term spread) to isolate the black drop-outs. Hopefully, we will develop an economically feasible method of contacting these students in an effort to pinpoint their reasons for failing to return.* (It should be noted that in a community college failure to return does not automatically identify a drop-out. The student may, as in the case of teachers needing recertification or those students who enroll in a single course to satisfy a learning urge or those taking specialized courses such as Real Estate, have already satisfied his reason for enrollment and that one course may have completed his educational goal and therefore he cannot be considered a drop-out but must be considered as one who has completed his college goal.)

(4) A follow-up study was completed several terms ago of students who had completed our Associate's Degree in Registered Nursing program and are now employed as nurses. We were well satisfied with the comments, oral and written, received from former students and their employers, indicating some shift in emphasis would provide even better training. Negative comments, although too few in number, are much more useful in modifying course content.**

(5) A special Institutional Research study was developed to measure the success of nursing graduates against an entrance requirement of a specific score on the School and College Verbal and Quantitative Tests. The comparative test used was the Florida State Board of Nursing Test for licensure. Results bore out the validity of using a cut-off score as the only student who initially failed her test had also been granted a waiver for a low SCAT score.**

(6) In an effort to determine effectiveness of an elective remedial course designed to better prepare educationally deprived students to compete in the field of Physical Science, a correlation between students who complet the remedial course with students with similar academic backgrounds but who did not take the remedial course resulted in cancellation of the remedial course since it appeared not to assist the needy students. Consequently, Scientific Principles is no longer in our curricula.**

(7) Several studies over the past six years have been conducted on the effectiveness of Guided Studies. Results have been inconclusive and therefore the courses are in continued operation. Students with low SCAT scores are encouraged, but not required, to take Guided Studies prior to enrolling in regular English courses. Many students do not elect to take remedial courses. A new study was initiated in the Summer of 1975 in an effort to determine the effectiveness of Guided Studies courses for black students. Results will be published sometime during the Fall term 1975 or the Winter term 1976.*

* Under development with completion scheduled for this Fall term, 1975
** Completed and copies available upon written request

(8) Personal interviews between employers and faculty members to estimate the effectiveness of selected business programs are often conducted during the Summer term. Although no effort has been made to study reports on Black students there is no reason not to extend these studies in the future. Much of the past reporting has been to permit the teacher to improve her course and were informal in nature. Future reports will be more fully documented and designed.

f. Measurement of retention of Black employees:

(1) A listing of Black employees who depart within any given fiscal year is maintained with reasons for departure, if freely given. No effort has been made to make a formal design or study of these reports in the past but a plan will be developed for future use.**

(2) A follow-up study - or a departure interview - is planned for any Black employee who terminates his or her employment with TCC. The study will probably be initiated for full-time employees only since there could be a large number of one-time employment of laborers whose impact might invalidate the study.*

(3) The Office of the Dean of Administrative Services maintains the complete file on all employees regardless of race, sex, age, or other characteristics. The Office of Institutional Research provides assistance, upon request, in the development of electronic records and data entry formats for studies desired.**

g. The Office of the Dean of Instruction maintains all faculty employment records. The Office of Institutional Research last year provided assistance to the Long Range Planning Committee in the development and design of a system for maintaining statistics on applications for employment, letters of acceptance, letters of rejection, employment, review, dismissal, resignation, promotion, tenure, retirement and historical actions for all faculty and top administrators. This system, with slight modifications, is now in operation.**

h. A problem which is unique to this college deserves special notation. In our city of Tallahassee are located four post-high school educational institutions; Lively Technical School, Florida State University, Florida Agricultural and Mechanical University and ourselves. We are all four competing for the same students, faculty and employees. Despite this competion, TCC continues to gain in its black student population. The chart shown below indicates this competition in the area of students. In the area of faculty we also face serious competition from both FSU and FAMU and they generally offer higher salaries with fewer hours of teaching required.

Student Recruitment
Winter 1975 Academic Terms

Count of Lower Division Black Students from Counties of Gadsden, Leon and Wakulla

	Men	Women	Total	Student Body
Florida A & M University	330	379	709	c. 6,000
Florida State University	28	42	70	c. 21,000
Tallahassee Community College	135	109	244	c. 2,700

As a closing comment it is interesting to note that a 1% increase in enrollment of black students is not the simple matter it would appear to be on a cursory examination. To increase from 244 black students in 1975 to 540 black students in 1980 is really an increase of 121% in five years which equates to approximately 21% increase per year. However, in spite of this large increase and the competition from adjoining institutions of higher education, we feel confident of our success.

tallahassee community college

September 9, 1975

MEMORANDUM

TO: Dr. Lee G. Henderson, Division of Community Colleges
FROM: Archie B. Johnston, Director, Institutional Research
SUBJECT: Survey of Needs for the Handicapped and Renovation Projects
REFERENCE: Memo, your office, subject as above, dated August 7, 1975

Part I: Handicapped

In order to provide validity to our request for renovations to facilities to meet the special needs of handicapped persons, we invited Mr. Kelly Parrish, DVR representative for the handicapped to make a campus inspection with us. Consequently, the requests contained in this report reflect the thinking of a severely handicapped individual.

Restrooms (both men and women) (14 rooms)
- widen one booth in every restroom (except for library which is already modified) to permit entry of a wheeled chair. This can be a simple movement of a metal wall.
- install handrails in one stall of each restroom to permit handicapped use of the facility.
- lower one mirror to a level where it may be used by a wheelchair person.
- check door pressure to be sure it is easy enough to be moved from a sitting position.

Drinking Fountains
- Install a cup dispenser for use by handicapped persons alongside each drinking fountain.

Elevators
- lower emergency switch so it may be reached from a sitting position.
- place Braille strips alongside floor buttons for benefit of blind riders
- insure adequate door closing delay for entry & exit of wheelchairs and blind

Entrances
- add ramp to entrances of outside restrooms in administration building.
- place a small discreet wheelchair symbol at ramp entrance to library
- entry ramp to science building offices

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In general, Tallahassee Community College offers few obstacles to use by the handicapped. Mr. Parrish was well pleased with what he saw and his recommendations, although minor in nature, would make life just that much easier for severely handicapped students, faculty, staff or visitors.

ABJ/gc

enclosure

Tallahassee Community College

HIGHER EDUCATION BOND MONEY

MODIFICATIONS FOR HANDICAPPED

Priority One, urgently needed	Cost
Widen one booth and install handbars in each of 14 Men and Women restrooms and lower one mirror to enable use by individual in a wheelchair.	$ 7,500
Add ramp to outside administrative restrooms	

Justification Impossible for wheelchair bound handicapped person to use restrooms (except in Library) in their present condition.

Priority One Total Cost $ 7,500

Priority Two, needed	Cost
Install a drinking cup dispenser alongside of each drinking fountain to enable wheelchaired person to obtain a drink of water. Approximately 15 each.	$ 1,500

Justification Drinking fountains are recessed and cannot be reached by individual in a wheelchair

Priority Two Total Cost $ 1,500

Priority Three, Remaining modification projects	Cost
Elevators - lower emergency buttons to level of wheelchair occupant.	$ 1,000
Place Braille stips alongside of floor indicators for use by blind individuals.	
Reduce door closing speed to enable handicapped person time for entry or exit.	

Justification Items are self-explanatory

Priority Three Total Cost $ 1,000

President's Signature

HIGHER EDUCATION BOND MONEY

MODIFICATIONS FOR HANDICAPPED

Priority One, urgently needed

	Cost
Outside ramp for entry to Library	$ 2,500

Justification There is no ramp available at the new front entrance to the Learning Resources Center. It is necessary for wheelchaired persons to circle the library to the old entrance and in rainy weather this is a real problem

Priority One Total Cost $ 2,500

Priority Two, needed

	Cost
	$

Justification

Priority Two Total Cost $

Priority Three, Remaining modification projects

	Cost
	$

Justification

Priority Three Total Cost $

President's Signature

Tallahassee Community College

HIGHER EDUCATION BOND MONEY

RENOVATIONS PROJECTS

Projects Urgently Needed Only and Explanation	Cost
The Learning Resources Center has been renovated to provide an entrance nearest the main traffic pattern of the Campus. As a result, a person who must move by a wheelchair now will have to travel from the south side of the library buiking completely around to the North side to gain entrance. There is no covered walk at this location so during inclement weather the handicapped person is at a distinct disadvantage. Adequate space for a ramp is available but additional funds are necessary to make this renovation possible.	$ 12,000
Total Costs for Renovations	$ 12,000

President's Signature

tallahassee community college

September 15, 1975

Dr James Umholtz
Division of Community Colleges
310 Collins Building
Tallahassee, Florida 32304

Dear Dr. Umholtz:

Reference the attached report CO-1 "Community College Annual Educational Facilities Plan" your office, dated Sept 11, 1975.

This college does not foresee an immediate need for additional classroom facilities. Our next requirement will be for completion of the Learning Resources Center and the Physical Education facilities.

Sometime in the near future, we will be requesting funds to complete the second and third floors of the Library building. As our enrollment continues to increase we will need to add audio-visual equipment, study carrels and more reference books.

We do not have a gymnasium and with the increased emphasis upon sports programs find ourselves having to greatly inconvenience our students as well as having to expend funds for transportation to, and often rental of, sports arenas. We need additional tennis courts and handball courts at the earliest possible date at which funds may be made available for their construction.

Please let us know when additional funds for projects, other than classroom facilities, become available.

Sincerely,

Archie B. Johnston

Archie B. Johnston
Facilities Coordinator

444 appleyard drive • tallahassee, florida • 32304

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
TALLAHASSEE 32304

RALPH D. TURLINGTON
COMMISSIONER

LEE G. HENDERSON
DIRECTOR
DIVISION OF COMMUNITY COLLEGE

September 11, 1975

MEMORANDUM

TO: Community College Presidents

FROM: Lee G. Henderson

SUBJECT: Facility Construction Plans for 1976-77

The request for projects funded with the Public Education Capital Outlay appropriation for 1976-77 is being requested earlier and the formatting is slightly different than in previous years. Pursuant to law enacted by the last session of the legislature, Capital Outlay Budget for all education facilities is submitted by the Associate Commissioner for Educational Facilities Construction, Department of Education. In order to consolidate the budget request we must have the information no later that October 10, 1975.

Please list on the attached form those construction projects for which contracts could be let during the fiscal year 1976-77 if funds were available.

Column A - List numerically in descending order of priority.

Column B - Briefly describe the type of facility to be constructed, i.e. general classroom, occupational classroom, general or occupational lab, etc. Include site location and estimate of total assignable square feet. Do not use such terms as Phase II, Model 4, etc. without further identification.

Column C & D - Self-explanatory.

Column E - A brief statement to explain the need for the facility and the effect in terms of an approximate percentage completion of the Master Plan.

The information requested is for building projects only. Additional information may be requested at a later date regarding renovation, roads, parking lots and other site development projects.

There is no limit to the number of projects reported, however, projects should not be listed for which contracts cannot be let and funds encumbered within the 1976-77 fiscal year.

If you have any questions regarding the information requested, please contact Jim Umholtz, phone (904) 488-8597.

LGH:U:cbh

: CC-1
te: October 10, 1975

College: Tallahassee Community College

Prepared By: Archie B. Johnston

Date Prepared: September 15, 1975

Signature of President: Fred W. Turner

Division of Community Colleges
Community College Annual Educational Facilities Plan
for 1976-77

List only those projects which could be encumbered between July 1, 1976 and June 30, 1977

A ee's of ity d	B Project Description	C Survey Recommended (yes/no)	D Estimated Cost	E Effect of Project Completion on Educational Facilities
one	None	n/a	none	n/a

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o: Bureau of Research and Information Systems, Division of Community College, Department of Education,
310 Collins Building, Tallahassee, Florida 32304

MEMORANDUM

September 24, 1975

TO: Dean of Instruction and Academic Division Directors
FROM: Director of Research, Archie B. Johnston
SUBJECT: New Format for Grade Reporting of Former TCC Students in SUS

The Division of Community Colleges in conjunction with the State University System (SUS) has developed a computer program which provides information on former community college students who are enrolled at each of the nine state universities. Data are collected on a magnetic tape and sent to one of the universities where data for individual colleges are abstracted. The entire tape is available for use by any college which desires to conduct a more in-depth study of its students.

As a consequence of the new system, TCC will no longer obtain copies of individual grade reports and produce the statistics as in past terms. Should any division director desire information on a particular student, the data may be obtained by our processing the computer tape.

The reports analysed this period are for Fall 1974. Where we once received report cards at the same time as the student, we now are one full year behind - but we are progressing. Hopefully, Division of Community Colleges will be able to reduce this time lag now the system has been developed. On the positive side, there are some comparisons which we have never been able to obtain prior to now.

Several caveats must be impressed upon the reader. In enclosure 1 the number of hours transferred from TCC to a university may not have all been earned at TCC. Where we may fairly safely assume that those students who transferred 90 or more hours had earned an AA at TCC, we have no definite proof of such an assumption. Finally, in computing Grade-Point-Averages, some grades were not able to be deciphered from the tapes so were carried as ZZ and given no credit while S grades were computed as a C with 2 quality points. These manipulations were for ease of reporting and since they occur so infrequently, no statistical significance is given to them.

It is apparent that community college, university, and systemwide frequency totals are inconsistent among reports. This situation is unavoidable at this time because of missing and/or invalid codes in individual student records. The number of hours transferred for FAMU students and GPA for USF students were not reported to us and, of course, FIU does not calculate GPA.

Transfer Hours (Encl 1)

Assuming that those students who transferred 90 or more quarter hours (semester hours were converted to quarter hours by the computer program) had obtained an Associate's Degree, either AA or AAS, we can assess possible success at a university by those who transferred prior to receipt of a degree. Generally speaking, the student would be better to stay here for his or her degree as the GPA for 90 or more transferred hours is 2.87 compared with the less than 90 hour transfer of 2.29. Hopefully, this indicates the student received a better preparation by remaining here but it may also mean that the more persistant student obtains a higher GPA than his fellow classmates. The chart does not tell us how many hours the student had earned at the time his GPA was calculated.

FLORIDA
COMMUNITY
COLLEGES

DIVISION OF COMMUNITY COLLEGES FEEDBACK SYSTEM
SUS DATA=FALL 1974

CCMIS.22
09/05/75
12.47.P

TRANSFER STUDENT INFORMATION FOR:
TALLAHASSEE COMMUNITY COLLEGE

HOURS ACCEPTED	FAU		FAMU		FSU		FIU		FTU		UF		UNF		USF		UWF		SUS	
	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA
110+	2	2.69	0	0.00	32	2.81	0	0.00	0	0.00	0	0.00	1	3.00	1	0.00	3	3.05	39	2.82
100-109	1	2.61	0	0.00	36	2.72	0	0.00	3	2.86	0	0.00	1	3.50	1	0.00	0	0.00	42	2.74
90 - 99	2	2.94	0	0.00	278	2.91	0	0.00	3	2.55	21	2.44	0	0.00	6	0.00	8	3.52	318	2.89
80 - 89	1	0.00	0	0.00	108	2.17	0	0.00	0	0.00	5	2.94	0	0.00	1	0.00	0	0.00	115	2.18
70 - 79	0	0.00	0	0.00	34	1.88	0	0.00	0	0.00	5	2.18	0	0.00	1	0.00	0	0.00	40	1.91
60 - 69	0	0.00	0	0.00	11	2.10	0	0.00	0	0.00	1	2.00	0	0.00	0	0.00	0	0.00	12	2.09
50 - 59	0	0.00	0	0.00	11	2.21	0	0.00	0	0.00	1	2.62	0	0.00	0	0.00	0	0.00	12	2.24
40 - 49	0	0.00	0	0.00	18	2.29	0	0.00	0	0.00	4	3.02	0	0.00	0	0.00	0	0.00	22	2.42
30 - 39	0	0.00	0	0.00	16	2.45	0	0.00	1	2.50	0	0.00	0	0.00	0	0.00	0	0.00	17	2.45
20 - 29	0	0.00	0	0.00	6	3.25	0	0.00	0	0.00	1	1.60	0	0.00	0	0.00	0	0.00	7	3.01
10 - 19	0	0.00	0	0.00	7	2.07	0	0.00	0	0.00	1	0.00	0	0.00	0	0.00	0	0.00	8	2.07
1 - 9	0	0.00	0	0.00	25	1.62	0	0.00	0	0.00	1	2.00	0	0.00	1	0.00	0	0.00	27	1.63
0	0	0.00	13	2.74	49	3.04	0	0.00	3	1.83	2	2.00	0	0.00	1	0.00	1	3.00	69	2.89
SUS TOTAL	6	2.40	13	2.74	631	2.60	0	0.00	10	2.42	42	2.46	2	3.25	12	0.00	12	3.35	728	2.60

Sex and Race:

A considerable percentage of transfer students did not report their race (10.3%) however all reported as being either male or female. All categories required by the US Office of Civil Rights were not collected at the time these data were gathered and some universities collected data not collected by others.

FAMU

	Male		Female		Total	
	N	%	N	%	N	%
White	2	15.4	0	0.0	2	15.4
Black	7	53.8	3	23.1	10	76.9
Not Reported	1	7.7	0	0.0	1	7.7
Total	10	76.9	3	23.1	13	100.0

FAU

	Male		Female		Total	
	N	%	N	%	N	%
White	5	83.3	0	0.0	5	83.3
Black	1	16.7	0	0.0	1	16.7
Total	6	100.0	0	0.0	6	100.0

FIU

	Male		Female		Total	
	N	%	N	%	N	%
White	5	83.3	1	16.7	6	100.0

FSU

	Male		Female		Total	
	N	%	N	%	N	%
White	316	49.2	215	33.5	531	82.7
Black	9	1.4	12	1.9	21	3.3
Oriental	1	0.2	0	0.0	1	0.2
Spanish Surname	2	0.3	1	0.2	3	0.5
Other	10	1.6	1	0.2	11	1.7
Not Reported	45	7.0	30	4.7	75	11.7
Total	383	59.7	259	40.3	642	100.0

FTU

	Male		Female		Total	
	N	%	N	%	N	%
White	6	54.5	5	45.5	11	100.0

USF

	Male		Female		Total	
	N	%	N	%	N	%
White	10	83.3	2	16.7	12	100.0

UWF

	Males		Females		Total	
	N	%	N	%	N	%
White	5	41.7	7	58.3	12	100.0

UNF

	Males		Females		Total	
	N	%	N	%	N	%
White	1	50.0	0	0.0	1	50.0
Not Reported	0	0.0	1	50.0	1	50.0
Total	1	50.0	1	50.0	2	100.0

UF

	Males		Females		Total	
	N	%	N	%	N	%
White	26	61.9	14	33.3	40	95.2
Spanish Surname	1	2.4	0	0.0	1	2.4
Other	1	2.4	0	0.0	1	2.4
Total	28	66.7	14	33.3	42	100.0

Total of All Universities

	Males		Females		Total	
	N	%	N	%	N	%
White	376	50.4	244	32.7	620	83.1
Black	17	2.3	15	2.0	32	4.3
Oriental	1	0.1	0	0.0	1	0.1
Spanish Surname	3	0.4	1	0.1	4	0.5
Other	11	1.5	1	0.1	12	1.6
Not Reported	46	6.2	31	4.2	77	10.3
Total	454	60.9	292	39.1	746	100.0

Grade Point Averages:

In the determination of grade-point-averages, we used a rather stringent method of calculating quality points: A=4, B=3, C=2, D=1, S=2 and all other grades including ZZ were given 0 quality points. Using this method, the overall average for all of our students at all of the universities was 2.16 or C. As may be recalled from an earlier chart the GPA as calculated by Division of Community Colleges for all TCC students at all universities was 2.63 but we do not have access to their method of determing GPA. A rather disturbing set of statistics has just been brought to light with the publication of this year's edition of ARTICULATION (Division of Community Colleges, April 1975).

The data in this publication may be somewhat suspect as there is no universal statewide system of grading plus the fact that this is a "snapshot" of Fall term only grade reports and several assumptions which could be made with regard to motivation of students. The fact remains that all colleges were treated the same so the report is a usable and informative indicator of our relative standing in the community college system.

We should be most concerned with the reports of our students who transfer to FSU as during the four year period of the study 89% of our transfers attended FSU. A cursory glance at the three charts available for all colleges shows an inverse relationship between number of students and GPA with large groups of students having generally lower GPAs. One may postulate that students who transfer to distant universities may have a higher motivation than those who remain close to home but the same factor should be true for all communities so we are faced with a circular argument and must assume a meaningful relationship exists between the colleges. Unfortunately, ours is not a very impressive showing. (Encls 2, 3 & 4). A summary of the three charts reveals:

	Averages at FSU		TCC Standing	Statewide Averages		TCC Standing
Year	TCC	All CCs	in 27 Colleges	TCC	All CCs	in 27 Colleges
1971	2.54	2.61	21	2.55	2.57	13
1972		(No data Available)				
1973	2.59	2.67	20	2.61	2.71	19
1974	2.59	2.71	17	2.59	2.63	19 (3 way tie)

A computer tape containing individual grades for all former TCC students enrolled during the Fall 1974 term has been requested from Division of Community Colleges and upon its receipt this office will conduct a more thorough study of our transfer students. We plan to compare their hours earned and grade-points received solely at TCC with those earned and received at FSU. We cannot consider the total hours earned at time of departure from TCC as we do not know at which college the student earned all his credits. As an illustrative example, he may have earned 75 (quarter) hours at FSU, transferred to TCC to bring up his grade point average and graduated from TCC with an AA degree and returned to FSU. We do have available his record of accomplishment solely at TCC and solely at FSU and these may be compared.

If it appears worthwhile, that is, if a planned action would take place based upon the results found rather that for information purposes only, a study could be conducted in an effort to determine how and where our transfer students may not have received adequate preparation for study at FSU. Such a study would entail an articulation conference between our faculty and comparable faculty at FSU with a subsequent change in our - or their - curricula. The decision on the undertaking of such a complex study would have to be worked out by the Dean of Instruction and the Academic Division Directors. This office has the technical capability,but neither the personnel nor the budget necessary.

TABLE 12. Fall Term - 1971

GRADE POINT AVERAGES (GPA) ATTAINED IN UNIVERSITIES BY COMMUNITY COLLEGE TRANSFER STUDENTS BY COMMUNITY COLLEGE OF ORIGIN AND UNIVERSITY OF ATTENDANCE

COMMUNITY COLLEGE	U F		FSU		USF		FAU		FTU		UWF		SUS	
	GPA	NO.	GPA	NO.	GPA	NO.	GPA	NO.	GPA	NO.	GPA	NO.	GPA	NO.
BREVARD	2.47	253	2.60	146	2.62	150	2.24	78	2.83	391	2.53	36	2.63	1054
BROWARD	2.57	224	2.78	169	2.46	106	2.40	887	2.19	4	2.71	26	2.48	1416
CENTRAL FLORIDA	2.44	155	2.68	51	2.27	51	2.08	14	2.97	21	2.50	41	2.48	325
CHIPOLA	2.47	67	2.61	143	2.40	5	1.94	2	3.12	1	2.56	168	2.56	386
DAYTONA BEACH	2.69	116	2.52	87	2.76	51	2.55	36	2.82	132	2.56	17	2.69	439
EDISON	2.52	76	2.82	80	2.67	114	2.43	57	2.17	4	2.73	29	2.63	360
FLA. J.C. at JAX.	2.59	145	2.58	213	2.53	67	2.36	32	2.61	24	2.81	45	2.58	526
FLORIDA KEYS	2.33	15	2.38	13	2.47	28	2.42	25	3.30	5	2.50	7	2.47	93
GULF COAST	2.63	62	2.64	107	2.62	17	2.32	7	2.97	3	2.78	162	2.70	358
HILLSBOROUGH	2.62	1	2.08	20	2.42	356	1.99	4	- -	0	- -	0	2.40	381
INDIAN RIVER	2.41	82	2.61	36	2.48	54	2.29	101	2.37	13	2.52	18	2.41	304
LAKE CITY	2.48	120	2.94	26	2.14	4	2.14	5	2.50	3	2.26	34	2.49	192
LAKE-SUMTER	2.49	66	2.55	47	2.53	27	2.52	4	2.78	66	2.17	5	2.59	215
MANATEE	2.51	124	2.67	113	2.65	293	2.48	34	2.95	5	2.85	23	2.63	592
MIAMI-DADE	2.63	1049	2.65	705	2.52	553	2.35	1039	2.65	18	2.67	84	2.53	3448
NORTH FLORIDA	2.29	67	2.40	185	2.03	23	2.19	2	2.50	3	2.33	42	2.34	322
OKALOOSA-WALTON	2.81	36	2.70	74	2.55	13	3.54	1	3.10	6	2.86	323	2.83	453
PALM BEACH	2.56	263	2.71	174	2.55	61	2.35	797	2.69	9	2.93	8	2.46	1312
PENSACOLA	2.58	106	2.72	119	2.53	28	2.75	10	3.00	8	2.83	1101	2.80	1372
POLK	2.46	161	2.58	92	2.57	343	2.26	24	2.71	48	2.35	17	2.54	685
SANTA FE	2.47	556	2.26	69	2.26	59	1.99	31	2.49	16	2.44	28	2.41	759
SEMINOLE	2.50	54	2.39	58	2.28	49	2.56	6	2.64	341	2.53	11	2.56	519
SOUTH FLORIDA	2.18	10	2.76	16	2.74	28	2.26	9	2.63	8	2.27	12	2.55	83
ST. JOHN'S RIVER	2.54	114	2.55	58	2.43	28	1.88	17	2.39	15	2.78	25	2.58	257
ST. PETERSBURG	2.63	361	2.68	300	2.60	2044	2.29	39	2.80	23	2.84	76	2.62	2843
TALLAHASSEE	2.36	9	2.54	379	2.34	6	2.94	2	3.26	6	2.55	11	2.55	413
VALENCIA	2.54	34	2.32	37	2.60	37	2.41	7	2.54	296	2.63	5	2.52	416
TOTAL	2.55	4326	2.61	3517	2.56	4587	2.36	3270	2.70	1469	2.75	2354	2.57	19523

Fall Term - 1973

TABLE 12

MEAN GRADE-POINT AVERAGES (GPA) ATTAINED IN UNIVERSITIES BY COMMUNITY COLLEGE TRANSFER STUDENTS BY COMMUNITY COLLEGE OF ORIGIN AND UNIVERSITY OF ATTENDANCE

Source: ARTICULATION, Department of Education
Divi. of C. C., Tallahasse, FL
April, 1975

COM COL	U F N	U F GPA	FSU N	FSU GPA	USF* N	USF* GPA	FAU N	FAU GPA	FTU N	FTU GPA	UWF N	UWF GPA	UNF N	UNF GPA	FIU** N	FIU** GPA	SUS N	SUS GPA	PE
BRE CC	234	2.57	225	2.69	113	2.69	54	2.98	498	2.70	18	2.78	5	2.51	3	-	1150	2.69	
BRO CC	400	2.59	230	2.70	111	2.76	963	2.83	8	2.26	13	2.79	2	1.33	106	-	1833	2.75	
CFCC	180	2.49	72	2.61	36	2.76	10	2.45	24	2.91	21	2.70	12	2.40	0	-	355	2.58	
CJC	80	2.54	202	2.65	2	2.13	4	2.64	6	2.46	165	2.96	2	2.82	0	-	461	2.74	
DBCC	139	2.67	98	2.55	68	2.84	29	2.94	249	2.81	10	3.06	10	2.38	3	-	606	2.74	
ECC	101	2.58	98	2.91	114	2.89	50	2.96	8	2.38	22	2.61	1	3.60	6	-	400	2.80	
FJC	299	2.49	242	2.69	68	2.82	20	2.65	22	2.54	17	2.95	1224	2.73	6	-	1898	2.66	
FKCC	30	2.42	22	2.56	23	2.79	19	2.84	5	2.70	9	3.03	5	3.08	6	-	119	2.44	
GCCC	67	2.65	162	2.67	7	2.89	3	3.00	4	3.03	263	3.00	1	3.07	0	-	507	2.84	
HCC	18	1.88	39	2.25	767	2.72	5	2.63	0	0.00	1	2.98	0	0.00	0	-	830	2.68	
IRCC	124	2.57	61	2.71	36	2.69	97	2.70	20	2.95	11	2.43	3	2.00	2	-	354	2.66	
LCCC	122	2.44	44	2.49	8	2.33	5	2.57	8	2.45	34	2.96	24	2.52	2	-	247	2.55	
LSCC	83	2.47	60	2.88	29	2.90	5	2.80	52	2.78	7	2.75	3	2.61	4	-	243	2.70	
MJC	112	2.80	137	2.90	219	2.95	23	3.03	13	2.75	25	3.10	0	0.00	6	-	535	2.91	
MDCC	1181	2.55	713	2.65	398	2.63	534	2.85	48	2.34	59	2.81	5	2.87	2463	-	5400	2.65	2
NFJC	89	2.39	208	2.49	8	2.37	7	2.45	8	2.18	16	2.60	25	2.44	0	-	361	2.46	
OWJC	81	2.84	112	2.78	13	2.80	2	3.54	2	3.31	363	3.11	2	1.45	0	-	575	2.99	
PBJC	354	2.64	203	2.75	72	2.79	812	2.89	27	2.83	1	2.16	5	2.90	13	-	1487	2.80	
PJC	132	2.65	136	2.88	18	3.93	10	3.91	11	2.33	1356	3.09	7	3.21	0	-	1670	3.05	
Polk CC	170	2.42	100	2.55	230	2.79	12	2.70	40	2.62	13	3.47	5	1.90	2	-	572	2.64	
SFCC	1069	2.37	93	2.66	61	2.45	23	3.10	17	2.64	13	2.59	30	2.31	18	-	1324	2.41	
SJC	96	2.54	87	2.66	36	2.70	7	2.45	423	2.46	8	2.65	7	2.98	0	-	664	2.52	
SFCC	26	2.61	19	3.04	34	2.79	9	2.51	5	3.40	4	2.93	0	0.00	0	-	97	2.80	
SJRJC	157	2.49	80	2.66	11	3.04	14	2.85	10	2.57	8	2.15	75	2.47	1	-	356	2.55	
SPJC	401	2.72	338	2.78	1256	2.86	52	2.93	26	2.82	35	2.82	6	2.81	13	-	2126	2.82	
TCC	32	2.54	672	2.59	12	3.10	3	2.93	5	2.61	8	2.96	3	2.86	2	-	737	2.61	
VCC	67	2.46	68	2.65	43	2.52	9	3.09	497	2.52	9	3.80	6	1.84	3	-	722	2.54	
TOT	5843	2.54	4540	2.67	3793	2.79	2781	2.84	2036	2.61	2509	3.03	1468	2.69	2659		25629	2.71	
PERCENT		21.9%		17.0%		18.3%		10.4%		7.6%		9.4%		5.5%		9.9%			10

* 1111 cases with zero or no GPA were excluded.

** FIU does not have GPA

FALL, 1974, GPA TRANSFER STUDENTS

	FAMU		FAU		FSU		FTU		UF		UNF		UWF		FIU*	USF**	SUS	
COLLEGE	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	N	N	GPA
Brevard	6	2.91	54	2.62	206	2.88	572	2.55	224	2.55	9	3.03	19	3.09	11	135	1236	2.62
Broward	5	2.29	1069	2.60	252	2.76	11	2.20	398	2.60	4	2.66	16	2.98	151	121	2037	2.62
Central Florida	8	2.98	9	3.08	64	2.82	37	2.50	146	2.62	9	2.17	31	2.58	1	41	346	2.65
Chipola	13	3.13	6	1.82	152	2.65	3	1.75	52	2.56	4	1.24	166	2.96	0	4	400	2.75
Daytona Beach	3	1.41	22	2.91	96	2.67	220	2.70	141	2.66	7	3.02	10	2.62	3	66	573	2.64
Edison	4	2.96	46	2.72	90	2.73	9	2.18	114	2.51	1	2.00	17	2.88	10	159	450	2.62
Fla. JC @ Jax.	9	2.40	20	2.29	276	2.74	23	2.16	310	2.44	1508	2.57	17	2.85	8	75	2246	2.56
Florida Keys	4	2.10	21	2.45	21	2.81	3	3.17	29	2.83	5	2.93	10	2.77	14	20	131	2.66
Gulf Coast	5	2.69	5	1.08	146	2.68	3	2.62	75	2.56	0	-	287	2.98	1	21	540	2.75
Hillsborough	9	2.59	5	1.93	51	2.48	5	2.39	61	2.31	0	-	5	2.48	3	3133	1272	2.60
Indian River	9	2.15	137	2.67	87	2.79	16	2.40	103	2.51	1	4.00	12	2.63	7	33	417	2.63
Lake City	0	-	5	1.80	49	2.71	0	-	87	2.41	23	2.57	21	3.05	1	7	194	2.56
Lake-Sumter	1	2.44	4	3.01	56	2.90	65	2.48	76	2.48	0	-	4	3.20	3	30	239	2.69
Manatee	1	2.80	23	2.98	185	2.95	16	2.93	109	2.69	0	-	26	3.02	8	252	619	2.84
Miami-Dade	29	2.46	406	2.50	726	2.65	35	2.24	1128	2.58	14	2.51	69	2.88	3687	428	6522	2.6
North Florida	9	3.01	6	2.34	170	2.37	4	2.32	59	2.50	18	2.45	11	2.80	0	9	286	2.44
Okaloosa-Walton	1	1.61	0	-	89	2.85	4	3.47	72	2.65	0	-	370	3.01	0	8	544	2.90
Palm Beach	7	2.58	857	2.64	204	2.85	23	2.81	297	2.67	4	2.36	0	-	21	91	1504	2.66
Pasco-Hernando	0	-	0	-	0	-	0	-	7	2.89	0	-	0	-	0	32	39	2.03
Pensacola	3	2.87	5	3.52	187	2.89	7	2.31	137	2.77	14	2.68	1525	2.91	1	50	1929	2.88
Polk	4	1.78	13	3.00	85	2.65	39	2.49	131	2.46	7	2.92	19	2.73	3	287	688	2.66
St. Johns River	0	-	9	2.47	62	2.93	9	2.95	121	2.63	77	2.33	5	2.33	0	21	304	2.62
St. Petersburg	2	3.00	44	2.73	391	2.80	23	2.42	427	2.68	6	3.36	61	2.96	10	1453	2417	2.72
Santa Fe	8	2.17	16	2.14	103	2.53	22	2.31	992	2.36	35	2.14	14	2.91	24	73	1237	2.37
Seminole	2	2.08	10	2.75	79	2.81	452	2.33	91	2.61	3	2.88	13	3.19	2	40	692	2.46
South Florida	1	2.33	4	2.20	17	2.92	6	2.81	17	2.39	1	3.50	2	2.89	0	36	84	2.66
Tallahassee	13	2.74	5	2.40	642	2.59	11	2.34	42	2.40	2	3.25	12	3.34	5	12	745	2.59
Valencia	5	1.14	10	2.30	88	2.73	591	2.36	108	2.23	7	1.65	9	2.88	4	63	885	2.37
All C.C.'s	161	2.52	2813	2.60	4584	2.71	2219	2.45	5559	2.53	1759	2.55	2751	2.92	3978	4709	28533	2.63

*FIU does not give grades.
**USF data was not usable.

Reports by Academic Discipline:

Although we are required to solicit student intentions with regard to their proposed career fields, formal declaration of major is not required until the student has reached the junior year. The data in the following tables are of doubtful value since they do not pinpoint students who have enrolled in those majors so we do not know what their preparation was at TCC. However, these data are presented as a matter of general interest.

	Number of Students	Grade-point Average	Average Hours Enrolled
FAMU			
Discipline not reported	3	3.27	6.00
Biological Sciences	1	0.00	7.00
Business and Management	2	2.80	15.50
Education	3	3.04	4.33
Health Professions	2	2.78	15.50
Social Sciences	2	2.80	14.50
Total	13	2.74	9.92
FAU			
Computer & Info Sciences	2	1.43	13.50
Engineering	1	3.06	16.00
Fine and Applied Arts	1	2.61	21.00
Letters	1	2.66	12.00
Interdisciplinary Studies	1	3.23	17.00
Total	6	2.40	15.50
FIU			
Business and Management	1	(FIU does not give quality points)	
Education	2		
Social Science	2		
Total	5		
UWF			
Biological Sciences	1	2.09	16.00
Business and Management	3	3.63	13.33
Communications	2	2.90	8.00
Fine and Applied Arts	1	2.95	12.00
Psychology	1	3.16	15.00
Public Affairs and Services	2	3.50	10.50
Social Sciences	2	3.91	15.00
Total	12	3.34	12.50
UNF			
Education	1	3.00	15.00
Social Sciences	1	3.50	10.00
Total	2	3.25	12.50

FSU	Number of Students	Grade-point Average	Average Hours Enrolled
Discipline not reported	88	2.33	9.84
Architecture & Environ Des	10	3.26	10.20
Area Studies	8	2.10	10.75
Biological Sciences	31	2.49	11.03
Business and Management	180	2.45	11.21
Communications	15	2.43	11.60
Education	98	2.95	11.41
Fine and Applied Arts	24	2.72	9.16
Foreign Languages	1	3.75	12.00
Health Professions	19	3.01	11.26
Home Economics	17	2.88	10.29
Law	3	-.--	--.--
Letters	13	2.99	9.46
Mathematics	3	2.51	5.00
Physical Sciences	4	2.37	10.00
Psychology	15	2.62	11.53
Public Affairs & Services	71	2.52	9.77
Social Sciences	42	2.63	10.09
Total	642	2.59	10.58
FTU			
Discipline not reported	2	2.75	6.50
Biological Sciences	1	1.58	12.00
Business and Management	1	2.25	12.00
Communications	1	-.--	12.00
Computer & Info Sciences	1	2.42	14.00
Education	1	4.00	6.00
Engineering	1	1.40	15.00
Fine and Applied Arts	1	4.00	3.00
Public Affairs & Services	1	2.18	11.00
Interdisciplinary Services	1	2.50	16.00
Total	11	2.34	10.36
UF			
Discipline not reported	12	2.20	13.00
Architect & Environ Design	4	2.24	11.75
Biological Sciences	1	1.92	16.00
Business and Management	2	2.68	16.00
Communications	1	2.75	16.00
Computer & Info Sciences	1	1.57	12.00
Education	4	2.33	6.00
Engineering	10	2.67	11.10
Fine and Applied Arts	1	2.00	13.00
Law	1	2.00	12.00
Physical Sciences	1	-.--	--.--
Psychology	1	0.87	9.00
Social Sciences	3	3.51	12.00
Total	42	2.40	11.52

	Number of Students	Grade-point Average	Average Hours Enrolled
USF			
Discipline not reported	1	-.--	--.--
Biological Sciences	1	-.--	--.--
Business and Management	1	(Grade Point data and Grade	
Communications	1	Data not usable)	
Education	2	-.--	--.--
Engineering	1	-.--	--.--
Physical Sciences	1	-.--	--.--
Psychology	1	-.--	--.--
Social Sciences	3	-.--	-.--
Total	12	-.--	--.--

In summary, it is difficult to make statistically sound conclusions based upon data which contain so many variables. However, for educational purposes I believe these data should cause us to reflect, even if for only a moment, and not become too complacent with our belief in how well we are preparing our students for university work. While it is true that the grade-point-average spread is in reality quite small, we should strive to be in at least the top rather than the bottom third of the colleges. It will be interesting to see how the more definitive analyses of the tape records look.

tallahassee community college

MEMORANDUM

October 2, 1975

TO: Dr. Robert Culbertson, Director, Social Science Division

FROM: Archie B. Johnston, Director, Institutional Research

SUBJECT: Recommended Improvements to Physical Education Facilities

Several months ago you and I had a conversation relative to installation of tennis and handball courts. At that time, I was unable to pin-point a previous request for such facilities but yesterday located the attached report of needs.

No action has been taken by the State on this request and it is doubtful that any action will be taken. I believe these data were collected from the twenty-eight colleges as preliminary capital outlay budget data but for planning purposes only.

I have been designated by the Division of Community Colleges as the Facilities Coordinator for this campus and should we hear anything else on this subject, you will be immediately notified.

An extra copy of this report is included in the event you wish to provide Coach Carl Nelson a copy for his records.

ABJ:kaw

Enclosures

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MEMORANDUM

October 2, 1975

TO: Mr. Howard W. Crews, Dean of Instruction

FROM: Archie B. Johnston, Director of Institutional Research

SUBJECT: Faculty Search Committee

Recently Dr. Rick Morley advised me that the Gulf Coast Community College had developed an excellent model for interviewing applicants for the position of President. I called my research counterpart yesterday and asked for a copy of the model to assist us in our search for a Dean. Today I received a return call signifying they had no written policy, but he offered the following points learned when he was a member of their search committee for president:

(1) An advertisement in the Higher Education Chronicle will produce hundreds of replies - if that is really what you want. It will also necessitate setting up a form letter to ask for missing items of information that have been omitted by the applicant.

(2) Set up a screening committee early. (We already have one.)

(3) Have a central file location where all applications are filed. Require each search committee member to review this file prior to every scheduled meeting in order to save time.

(4) Two systems of interviews were used after the selection committee had reviewed the hundreds of applications:

a. The search committee reduced the application to 12 and then the full faculty voted on these 12 and reduced them to four. No comment on administrators, so I assume their vote was included with the faculty.

b. The Board of Trustees personally interviewed each of the four and made the final selection.

(5) Most of the 12 members who were initially screened visited the campus at their own expense.

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(6) The final four members who visited the campus had their expenses paid by the college. They spent one full day, individually, on the campus as it was felt they would want to know about the college before deciding whether or not to accept the position if offered. Their interview by the Board was held late in the afternoon of that day.

(7) It is advisable to establish a secretarial position to handle the voluminous correspondence connected with the selection process. For example, each Board member requested copies of all correspondence related to the final 12 candidates and almost daily bulletins were sent to Board members. Also, the correspondence generated by the hundreds of applicants required replies to each applicant.

(8) The process is expensive and you should expect to spend several thousands of dollars before the task is completed.

(9) On the application forms and on correspondence, watch for the following:

a. Be sure to include the key words "Equal access/equal opportunity" and "Affirmative action", eradicate all references to "he" or "she" and do NOT ask for references from churches, religious orders or clergy.

(10) Let Gulf Coast know if there is anyway in which they may be of assistance.

ABJ:kaw

tallahassee community college

MEMORANDUM

October 6, 1975

TO: Dr. William Odom, Director of Research, Division of Community Colleges
FROM: Archie B. Johnston, Director of Research, Tallahassee Community College
SUBJECT: FTE Enrollment Projections for 1976-77

This office has just completed reviewing the FTE Enrollment by Discipline published by your office on September 25, on which the Division estimate for 1976-77 for this college is 2,394.4 FTE.

While this represents an increase of 9.69% above our 1975-76 assisgned FTE of 2,182.9, it does not take into consideration the addition authorized for the 1975-76 year. As you may recall, colleges were authorized to increase their assigned FTE by an amount not to exceed 2% or 100 FTE. Based upon that authorization, our college has increased our estimated FTE for 1975-76 to 2,283.0. Our 1975 Fall enrollment, this term, was 1,922 FTE which gives us every indication that we will reach at least the authorized 2,283.0.

Granting the same 9.69% as indicated by your estimate against the assigned 1975-76 FTE of 2,283 we estimate a 1976-77 FTE of 2,504.0.

Based on the above calculations this college requests its authorized 1976-77 FTE be established at 2,504.0. FTE.

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MEMORANDUM

October 6, 1975

TO: Ad Hoc Committee on Administrative Evaluation

FROM: Archie B. Johnston, Director of Research

SUBJECT: Suggestions Concerning Selected Points of Administrative Evaluation Progress Report

Pursuant to your request dated October 2, 1975, which solicits administrators' suggestions concerning points e, f, g and h of your Memorandum, the following suggestions are made:

e - Qualifications or area of performance to be evaluated.
The duties of the Director of Institutional Research are outlined on pages 28 and 29 of the Faculty Handbook and it should be noted that duty number five (Chairman of the Program and Budget Committee) was rescinded during the Summer Term of 1975. Each administrator to be evaluated should be contacted by the Faculty Steering Committee prior to the actual time of evaluation and his list of duties be updated.

f - The instrument design.
Since each administrative section is unique to the individual organization of the college and each has a defined area of responsibility, a standardized instrument design is impractical. The evaluator must record his subjective opinion of the administrator's performance. This subjective performance evaluation should contain the evaluator's ideal concept of how the tasks should be conducted, followed by his impression of the weaknesses exhibited by the administrator. Each task could then be followed by a rating block of one to five or one to seven with one being the highest and seven being the lowest, whereby the evaluator would indicate his rating of the administrator among the top five or seven similar administrators with whom he has worked.

g - Use of the evaluation.
Since the basic purpose for the evaluation is to improve the performance of the administrator, it is suggested that the evaluation instrument be sent directly from the evaluator to the administrator who has been evaluated. The evaluation instrument should not be sent to the superior of the rated administrator, as the superior's evaluation should be independent from the opinions of other persons. Administrators should also submit annual performance evaluations on administrators who are junior to them in the organizational command.

h - Procedures for administering the evaluation instrument.
At the start of the second semester of the academic year, copies of the evaluation instrument for each administrator should be delivered to the Academic Division Directors. Division Directors will then notify their faculty that evaluation instruments are available for use by those faculty members who desire to rate administrators. If, by the middle of the semester, less than five evaluations have been submitted by faculty members for each administrator, the Division Director should select five faculty members whom he or she feels most qualified to evaluate the administrator and request that they complete so much of the evaluation instrument as they feel competent to judge. It should be noted at this point that not every item on every administrative rating need by completed, but only those items for which the rater feels competent to record his or her impressions.

I would be most happy to meet with members of the Evaluation Committee and review evaluation instruments with them which have been used by other organizations. I believe all of those materials have been made available to the Committee, but there may be some unresolved questions to which I could obtain answers by corresponding with the particular institution which originated the procudure.

ABJ:kaw

THE TCC DOLLAR - WHERE IT COMES FROM AND WHERE IT GOES

At this time of the year when the various agencies are preparing their initial budgets for the coming legislature, it might be interesting and educational to review the transit of our dollar over the past two years. How do we get the dollar and how do we spend it?

The four "pies" above represent the total dollar available to TCC with Revenue indicating the sources and their share while Expenditures reflect the amount allocated to the various activities. (This dollar does not include capital outlay accounting - that is money received and spent for construction of new buildings or other items costing over $100 each. These funds are almost entirely state funds with some federal funds under special conditions.)

The dollar amounts associated with the pieces of pie are:

Revenue

	1974-75	1975-76	Per Dollar Increase *
Student Fees	538,086.01	574,314.25	1.1¢
State Government	1,992,901.00	2,128,898.77	1.7¢
Federal Government	125,220.01	68,160.56	-2.1¢
Gifts and Other Sources	83,220.02	90,433.05	- .1¢

Expenditures

Instruction	1,246,994.89	1,408,471.47	2.6¢
Learning Resources Center (Library)	208,932.49	214,874.87	- .3¢
Academic Support	108,934.66	116,977.08	0.0¢
Student Services	228,505.60	251,988.98	.3¢
Institutional Support	614,029.56	457,872.86	-8.0¢
Physical Plant Operation & Maintenance	235,019.25	314,391.49	2.2¢
Student Aid	30,613.50	92,201.76	2.1¢

* Differences between ¢ lost and gained are caused by percentage rounding.

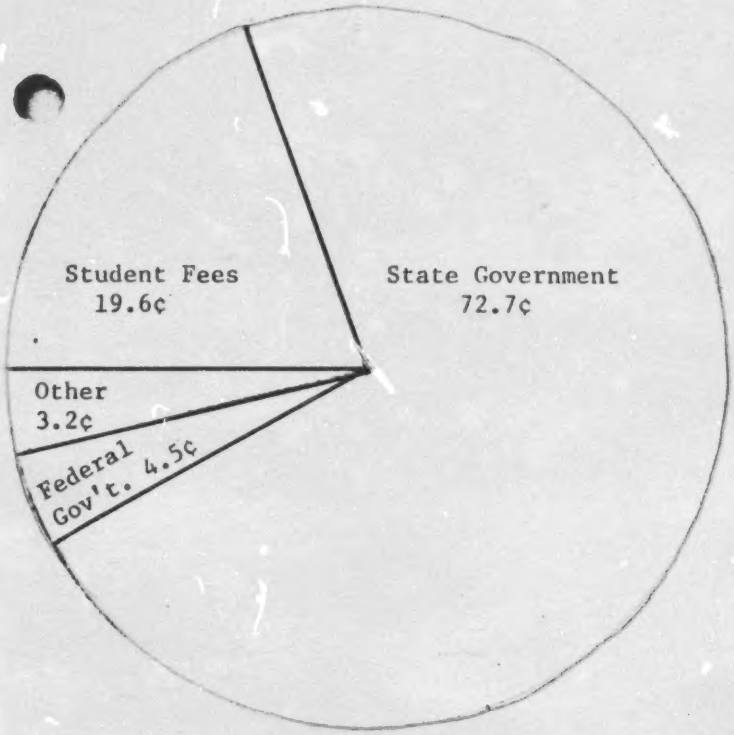
The major differences in revenue during the past two years has been a slight increase received from Student Fees and from the State Government. Contributions from the Federal Government have cut almost in half, so we see the student paying about 1/5 of the cost and the state about 3/4.

We have increased our percentage of expenditures for instruction by a fair amount and also the cost of Plant Operation and Maintenance (utilities, groundskeeping, air-conditioning, janitorial services, etc.) reflects dramatically the rise in the cost of living. Institutional Support (general administration) has been reduced by a healthy amount and aid to needy students has almost been tripled. Our Library, Academic Support and Student Services have stayed about the same.

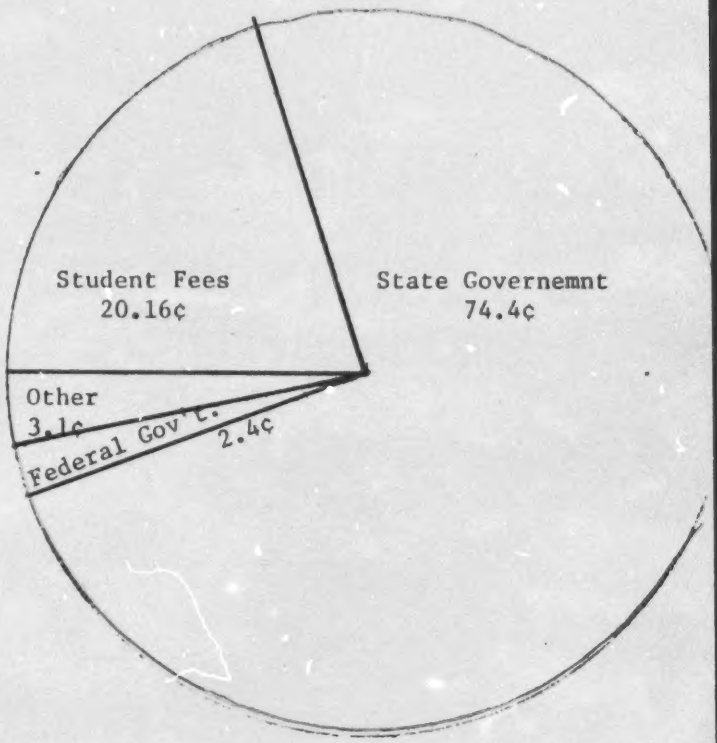
In summary, it appears we are increasing our services while reducing our overhead and if such a trend continues, it might catch on at other institutions and we can feel we have made our small step on the road to economic recovery.

REVENUE

1974-1975

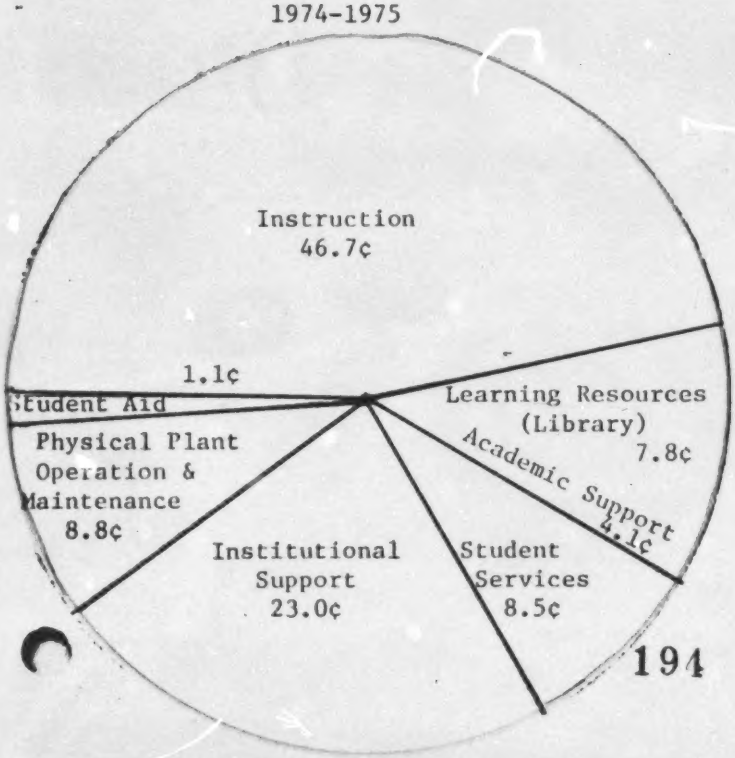


1975-1976

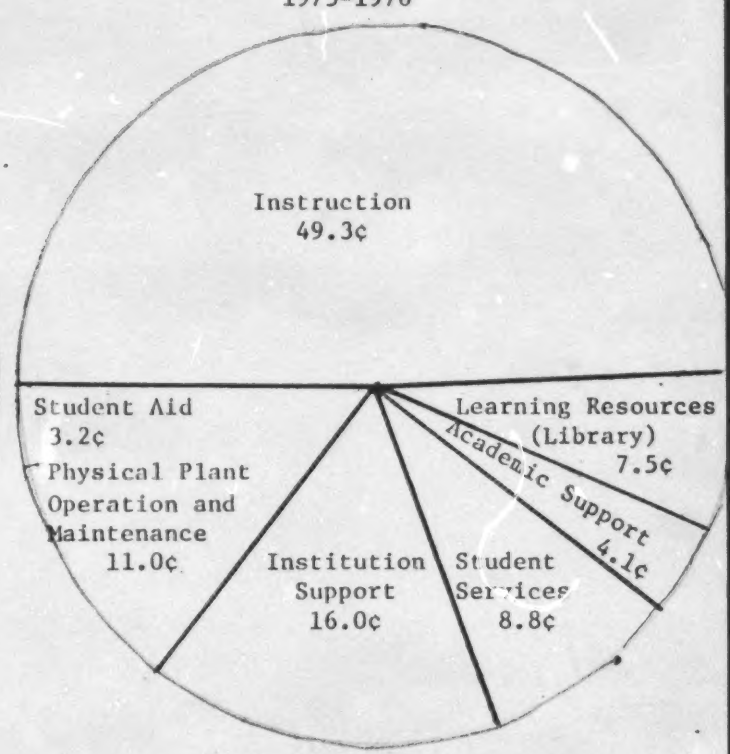


EXPENDITURES

1974-1975



1975-1976



tallahassee community college

M E M O R A N D U M

October 15, 1975

TO: Dr. Fred W. Turner, President

FROM: Archie B. Johnston, Director of Institutional Research

There will undoubtedly be considerable discussion concerning our closing of the "open door" here at TCC in the wake of Dr. E. T. York's press releases on State University System enrollment caps. He appears to be making a bid for public support to force the legislature to increase funds for university operations.

The possibility of student overflow caused by being turned away from FSU and FAMU may necessitate our taking another look at our priorities for refusing admittance to applicants for the Fall 1976 semester. Some additional justification may be requested by the state in the light of SUS caps.

Our forecasting is of necessity by FTE or HEGIS discipline hours which, of course, means little to the public. In order to derive a meaningful relationship between FTE and headcount I found that using the data at the completion of Drop and Add, 1974-75, we had enrolled 6878 bodies for a total of 2165.47 FTE. Many of these 6878 were counted in more than one semester. By multiplying FTE by 3.1762 we can approximate headcount.

Our original FTE estimate for 1976-77 was 2660 reduced by DCC to 2504. If FSU and FAMU turn away as many students as Dr. York implies at this time (an I don't think they will) we could easily reach a 2650 FTE. Our cap would force us to turn away about 150 FTE.

We can safely state, publicly, that depending upon the severity of an enrollment cap placed by the legislature on the State University System and the Division of Community Colleges, TCC would be forced to shut the open door on approximately 500 applicants during the coming year.

ABJ:kaw

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MEMORANDUM

October 15, 1975

TO: Mrs. Marion Buford, Registrar
Mr. Mitchell Davidson, Director of Data Processing
Mr. Mack Rooks, Dean of Student Affairs

FROM: Archie B. Johnston, Director of Research

SUBJECT: Meeting on Collection of Student Data

This memorandum is to confirm our oral agreement to meet for the purpose of discussing problems surrounding the collection of student data and its subsequent recording on Statistical Data Cards and Control Cards.

The general philosophy is that for the purposes of reporting term data to the Division of Community Colleges, HEGIS, OCR, HEW and others the data will be taken from the Statistical Data Card. The Control Card will be a permanent record of the student's progress while at TCC. In the event of a conflict between data recorded differently on the two cards, the Control Card data will take precedence.

A problem has arisen about the recording of race. In an effort to maintain current records with the Office of Civil Rights and to provide Equal Access/Equal Opportunity data, the categories of race have been changed rather rapidly during the past year or so. As a result, there is considerable confusion as to the coding of race on our cards. We need to find a solution to the problem of incorrectly recorded data and to establish a firm code for the future.

The meeting will be held in the President's Conference Room for approximately one hour starting at 9:00 a.m. tomorrow, Thursday, October 16, 1975.

Please notify me if you will be unable to attend.

ABJ:kaw

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tallahassee community college

MEMORANDUM

October 17, 1975

TO: Academic Division Directors

FROM: Archie B. Johnston, Director of Research

SUBJECT: Faculty Perceptions of Poor Academic Performance

Drs. Jae W. Choi and Joseph F. Malak, who are respectively the Director for Institutional Research and Coordinator of Special Instruction Programs at Frostburg (Maryland) State College prepared a short paper in 1973 entitled, "Faculty Perception of Poor Academic Performance of Students in Lower Level College Courses." A copy of their complete paper is available in this office for use by faculty, if desired.

Their study differs from many previous studies of failing or poor students in that they have investigated the often neglected element in a classroom teaching situation - the teacher. They have concentrated their study on how the teacher sees the problem and her, or his, suggestions for how the problem can best be solved.

It is fairly widely agreed that most graduates from an accredited high school can successfully complete college. A ten-year study by Jex and Merrill concluded that at least 60% of the college drop-outs not only could, but ultimately will, graduate. They found the most critical period for drop-outs was the freshman year. In these times of rising costs and demands for accountability, it behooves each of us to retain even the marginal student through the completion of his, or her, educational objectives.

Choi and Malak posed four questions to be investigated:

1. What are the specific attitudes, work habits, and academic skills that particularly cause poor performance of students in lower level courses at Frostburg State College?

2. Is there a constellation of factors which, when they interact, will be a cause of inadequate student performance?

3. What comments does the faculty have concerning poor performances in each discipline at Frostburg State College?

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4. What recommendations does the faculty have to improve poor student performances at Frostburg State College?

They perceived the results of the study would help the college:

1. To evaluate the Committee's perception of poor academic performance of students in relation to instructional needs;

2. To establish relevant instructional units and services in order to meet the special instructional needs of students; and

3. To ultimately maintain and upgrade college standards and enhance the level of college productivity.

A Special Instructional Programs Committee was formed to develop supportive instructional programs in an effort to determine why students showed poor academic performance. The committee created a questionnaire designed to elicit faculty's responses concerning the characteristics of poor performance of those students showing D and F grades.

The survey format consisted of a one page introduction followed by the questionnaire. Questions consisted of two parts; one part contained 21 objective items in the areas of attitude, work study habits, class behavior, skills and level of thinking; and the other section included an open-ended request for comments on poor student performance and recommendations for improving students' performance in the faculty members field.

The three most prominent characteristics of students poor academic performance are (1) they are not able to synthesize factual and conceptual principles; (2) they are not able to apply principles in analogous situations; and (3) they are not able to perform adequately on mid-term and final exams. Related to these three failings was their inability to write effective essays.

It was interesting to note that although considered important, academic preparation in high school does not seem to be the major cause for poor student performance. The most frequently individual cause of poor academic performance was lack of motivation followed by lack of self-discipline and only thirdly, poor high school preparation. Recommendations made by the faculty were for the development of better screening prior to admission, higher admission standards and more effective "weeding out" processes.

Basically, the institution must exhibit a willingness to combat a variety of intellectual and nonintellectual elements in order to salvage the talent wasted or lost due to academic failure. The majority of the faculty surveyed seemed to have a greater interest in teaching the more ably prepared and motivated students. However, faculty interest in, and sensitivity to poor performing students will have a positive impact on those students' performance. There were five implications drawn from the results of the study.

1. The most effective way for salvaging academic failure is dependent upon faculty who really can motivate students.

2. The academic performance of a college depends heavily on the quality of faculty, supportive staff and administrators.

3. Potential academic talent waste could be avoided if the institution clearly defines its mission for all students.

4. The faculty maintains that students are unable to function in an analytical and conceptual approach which is vital at the college level.

5. Forcing those students who lack motivation into acquiring self-discipline through frequent self-examination of their performance would seem an effective means of changing behavioral patterns as opposed to the popular counseling theory that emphasizes a non-directive approach.

Since the study includes a copy of the college instructions used at Frostburg College it would be possible for us to replicate the study on this campus. However, I rather doubt the results obtained from such a survey would differ enough from those found in Frostburg to warrant the time and trouble of conducting a local study. Should the faculty feel otherwise, this office will be most willing to assist in the development and administration of a similar study.

ABJ:kaw

tallahassee community college

MEMORANDUM

October 27, 1975

TO: Dr. Fred W. Turner, President

FROM: Archie B. Johnston, Director, Institutional Research

SUBJECT: 1975 Fall Enrollment Data

Each academic term, students are required to complete a statistical data sheet at the time of their registration. It is from this sheet that we obtain data for state and federal reports. Certain data may also be of local interest and are published here for your information.

FALL SEMESTER 1975

Total Enrollment (End of Drop and Add Period) 2884

Race	Men	Women	Total
All	1430 (49.6%)	1454 (50.4%)	2884
White	1214 (42.1%)	1229 (42.6%)	2443 (84.7%)
Black	159 (5.5%)	176 (6.1%)	335 (11.6%)
No Record	37 (1.3%)	35 (1.2%)	72 (2.5%)
Spanish-American	14 (0.5%)	9 (0.3%)	23 (0.8%)
Oriental	6 (0.2%)	3 (0.1%)	9 (0.3%)
American Indian	1 (0.0%)	1 (0.0%)	2 (0.1%)

cc: Administrative Staff

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tallahassee community college

November 5, 1975

MEMORANDUM

TO: Dr. William Odom, Division of Community Colleges

FROM: Archie B. Johnston, Director, Institutional Research

SUBJECT: Annual Headcount Enrollment Reports

REFERENCE: Memo, your office, subject as above, dated October 30, 1975

Thank you for bringing to my attention the apparent discrepencies between the 1974 and 1975 versions of the EA 1, 2 and 3 reports. Admittedly, the variances are greater than one should logically expect.

As our information system becomes more sophisticated and as we become more adept at its use, our data should reflect conditions more true to fact. I believe that is the case in these reports and that the data reported for this year, 1975, are closer to fact than those reported in good faith last year. Please feel free to include them in your annual report.

kaw

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RALPH D. TURLINGTON
COMMISSIONER

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
TALLAHASSEE 32304

LEE G. HENDERSON
DIRECTOR
DIVISION OF COMMUNITY COLLEGES

October 30, 1975

MEMORANDUM

TO: Dr. Archie B. Johnston
Tallahassee Community College

FROM: Bill Odom Bill

SUBJECT: Annual Headcount Enrollment Reports

The following data were reported by Tallahassee Community College for the years 1973-74, 1974-75:

Program	Annual Headcount Enrollment 1973-74	1974-75
Adv. & Prof.	2,853	3,785
Occupational	1,393	364
Compensatory	0	0
Adult Elem. & Sec.	0	0
Citizenship	0	0
Avocational	0	0
Other Personal Obj.	0	70
Total	4,246	4,219

Prior to our publication of these figures, I would appreciate it if you would recheck and verify them. As you know, these data are part of our annual report which receives wide distribution. It appears to me that there is an inconsistency between the two years, and that there may be some problems with the 1974-75 figures reported. These come from EA-1, 2, & 3.

Please notify me as soon as possible regarding this matter.

BO/bas

tallahassee community college

MEMORANDUM

November 10, 1975

TO: Dr. Fred W. Turner, President

FROM: Archie B. Johnston, Director, Institutional Research

SUBJECT: Cost Analysis, 1974-1975

The annual calculation of operating costs for our College was completed yesterday and it is now possible to make a preliminary analysis of our expenditures. For the year 1973-74 our operating expenditures amounted to $1,257.46 per FTE and this amount rose in 1974-75 to $1,310.10 per FTE. The major question to be addressed appears to be, "What were the expenditures which account for most of the $52.64 increase?"

A rather detailed chart showing most, but not all, of the differences in expenditures is attached as an enclosure to this memo. Several items are significant enough to merit special consideration. It must be kept in mind that these expenditures are not for this year, but are for the previous two years during which times salary increases were granted to all personnel of the College. It was also during this period that the College began to provide the fringe benefits of insurance and retirement contributions. The computations for dollars per FTE are based upon the 1973-74 FTE of 2034 and the 1974-75 FTE of 2196.

In the area of services, our utilities increased by 55% which amounted to an additional $12.53 per FTE and we spent $3.81 more per FTE for furniture and equipment. We realized a savings in subscriptions and periodicals in the amount of $5,133.11 (-$3.02 per FTE). There was only a slight increase in expenditures for library books amounting to 35¢ per FTE and 61¢ per FTE for audio-visual supplies. However, these library savings were offset by the increased expenditures of $1.76 per FTE for audio-visuals and films.

It is in the area of salaries where most of the increases took effect. We granted raises to Faculty and Administrators of $500 to their annual base salary and to Career Service personnel a $40.00 per month cost-of-living increase plus 4% to those who were not at or near the top of their pay bracket. These increases escalated social security and retirement contributions.

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Overall salary expenditures were affected both by raises and increase in the number of personnel employed in certain areas. Consequently, salary expenditures increased far more than the percentages above would lead one to believe. Although expenditures for Executive, Administrative and Managerial increased 7.3%, the actual cost per FTE dropped 95¢. Full-time faculty expenditures increased 6.3%, but showed a drop of $6.60 per FTE; part-time instructional salaries increased 12.6% or $3.39 per FTE. Considering full-time and part-time faculty together as a single body, we see an increase of 7.29% which results in a total drop of $3.21 per FTE. Other professional salaries increased by 50.52% or $12.81 per FTE and technical and clerical personnel showed a drop of $6.27 per FTE.

As mentioned earlier, personnel benefits increased considerably. For the last half of the fiscal year the College paid the total retirement contributions. The total personnel benefits increased our FTE cost by $34.07 including the additional contribution for increased salaries and payment by the College of the portion formerly paid by the employee plus the increase in contributions from 8% to 9%.

There are two projects for which this College merely acts as a carrier fund since the activities, themselves, are conducted at the Division of Community Colleges. One of these is a Transportation Study in the amount of $15,240.62 and the other is the well-known Course Numbering System which last year cost $87,468.01. If this $102,708.63 were subtracted from our administrative costs, it would reduce our expenditures by $46.77 per FTE. Carrying this further, if our 1974-75 FTE cost ($1,310.10) were reduced by $46.77 we would have an expenditure of $1,263.33 per FTE which should be close to the state wide average. This $46.77 cannot be deducted from the $52.64 difference between the years since we also had similar operations during the previous year. As a matter of fact, during the 1973-74 year they were slightly higher since the expenditure for Dr. William Odom's organization was more than that in this year's Transportation Study. Several other colleges in Florida, but few in number, are faced with similar carrier funds.

As a general observation, I feel that our increases should not be considered excessive as they only amounted to 4.19%. Other analyses will be forthcoming in the near future.

kaw

Enclosure

COST ANALYSIS 1974-75
Selected Expenditures

enditure	1973-74		1974-75		Per FTE
vices:	Expenditure	Per FTE	Expenditure	Per FTE	Difference
vel	21,834.46	10.73	23,683.00	10.78	.05
stage	6,672.20	3.28	9,343.95	4.26	.98
lephone	15,369.51	7.56	16,739.51	7.62	.06
nting (Outside)	19,644.44	9.66	26,594.25	12.11	2.45
licating	14,492.29	7.13	16,414.46	7.47	.34
netnance & Repairs	13,036.93	6.41	13,601.14	6.19	- .22
tals	29,712.62	14.61	27,550.81	12.55	- 2.06
m Rental	1,906.83	.94	2,271.87	1.03	.09
urance	12,370.15	6.08	11,564.40	5.27	- .81
lities	58,162.77	28.60	90,322.92	41.13	12.53
er Services	12,902.31	6.34	16,762.16	7.63	1.29
k Binding	1,451.54	.71	854.30	.39	- .32
fessional Fees	9,891.60	4.86	10,813.46	4.92	.06
Sub-Total)		(106.91)		(121.35)	(14.44)
terials and Supplies:					
cational Materials	26,483.76	13.02	37,060.51	16.88	3.86
io-Visual Supplies	2,556.58	1.26	4,114.72	1.87	.61
ntenance Materials	7,075.61	3.48	7,639.42	3.48	0.00
er Materials	12,491.62	6.14	22,435.22	10.22	4.08
scriptions & Periodicals	18,903.33	9.29	13,770.22	6.27	-3.02
rniture & Equipment	20,636.67	10.15	30,659.78	13.96	3.81
io-Visuals and Films	7,245.48	3.56	11,683.34	5.32	1.76
rary Books	16,792.94	8.26	18,904.89	8.61	.35
Sub-Total)		(55.16)		(66.61)	(11.45)
laries:					
cutive, Administrative					
d Managerial	315,185.31	154.96	338,197.66	154.01	- .95
ulty (Full-Time)	873,541.06	429.47	928,621.13	422.87	- 6.60
ulty (Part-Time)	162,553.30	79.92	182,955.07	83.31	3.39
l Faculty)	(1,036,094.36)	(509.39)	(1,111,576.20)	(506.18)	(- 3.21)
er Professional	66,108.00	32.50	99,503.90	45.31	12.81
hnical & Clerical	388,199.84	190.86	405,354.92	184.59	- 6.27
ub-Total)		(887.71)		(890.09)	(2.38)
sonnel Benefits:					
al Security	56,868.39	27.96	78,652.89	35.82	7.86
rement	87,647.83	43.09	131,913.70	60.07	16.98
urance	NONE	0.00	20,261.29	9.23	9.23
Sub-Total)		(71.05)		(105.12)	(34.07)

tallahassee
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MEMORANDUM

November 14, 1975

TO: Dr. Lee G. Henderson

FROM: Archie B. Johnston, Director of Research

SUBJECT: Limited Access Programs and Graduate Articulation

Data enclosed with this memorandum are in response to your memo of November 6, 1975, subject, "Attached Questionnaires."

We have only four limited access programs and they are all in the area of Allied Health. In three of the four, the limiting factors on enrollment are imposed by a licensing agency. In every case the basic limiting factor is size of available clinical facilities.

Admission considerations are listed on one of the enclosures to this memorandum. In no case is an individual ever denied entrance by reason of race, color, creed, sex, age or country of origin.

Student follow-up data requested were not available. (A study of length of time to obtain a degree was made four years ago and a copy is attached to this memorandum.) For purposes of replying to your memorandum, we made a random selection of 100 graduates to determine length of time to obtain an AA degree. A separate random selection was made of a different group of 100 graduates to obtain data as to university articulation. The basic population from which the samples were drawn was the 702 AA graduates from the past two years. This time frame permitted a study of those who waited out some time prior to enrolling at a university as well as those who continued right through.

See enclosure one for specific answers to questionnaire one and enclosure two for specific answers to questionnaire two. Local memoranda pertaining to enrollment priorities and entrance limitations to selected programs are attached to the appropriate enclosures.

ABJ:kaw

Enclosures

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LIMITED ACCESS PROGRAMS

1. Nursing - (RN)

	Fall 1974	Winter 1975	Summer 1975	Total
Applied	66	None	None	66
Accepted	36	None	None	36
Admitted	36	None	None	36

Reasons for limitations on program: Florida State Board of Nursing establishes a limit for the number of students who may be accepted in the program. For TCC the maximum number of students admitted for an academic year is 36. The size of the clinical facilities available at TCC is the primary reason for establishing this limit.

Factors considered for admissions: (See Attachment A)

2. Radiologic Technology

	Fall 1974	Winter 1975	Summer 1975	Total
Applied	17	None	None	17
Accepted	11	None	None	11
Admitted	11	None	None	11

Reasons for limitations on program: The National Joint Review Committee on Education in Radiologic Technology limits the enrollment at TCC to 11 students per academic year. This limit is imposed based upon the availability of clinical facilities.

Factors considered for admissions: (See Attachment A)

3. Dental Hygiene

	Fall 1974	Winter 1975	Summer 1975	Total
Applied	None	None	None	None
Accepted	None	None	None	None
Admitted	None	None	None	None

Reasons for limitations on program: This is a new program which began this semester, Fall-1975. Consequently, there were no students admitted during the period of time covered by your memorandum. We have now enrolled 16 students and this class size is limited by the availability of clinical facilities on campus. Our new facilities built primarily for this program contains only 16 dental stations, thus limiting our enrollment to 16.

Factors considered for admissions: (Same as RN criteria, except)

2. Applicants are expected to achieve an average of four or above on the dental hygiene achievement test.
3. Applicants are expected to have achieved a 2.5 or above average in both high school work and previous college work.
5. Delete.

Enclosure (1)

6. Applicants are expected to have completed high school or college biology. College applicants are expected to have completed a college chemistry course.
7. Substitute dental hygiene for the word nursing curriculum.

4. Emergency Medical Technician

	Fall 1974	Winter 1975	Summer 1975	Total
Applied	Unknown	Unknown	Unknown	Unknown
Accepted	45	20	20	85
Admitted	45	20	20	85

Reasons for limitations on program: Quantity of equipment and the necessities to provide for a very low teacher-student ratio in order to permit one-to-one teaching in the techniques portion of the course limits class sizes.

Factors considered for admissions: The Florida State Division of Health has established as a requirement that each applicant must have completed a Red Cross First Aid Course. Special consideration is given to meet emergency community needs. Recently an adjoining county established an ambulance program and it was necessary to give students from that county priority admission to the EMT program in order to provide trained personnel for their ambulances. The final criteria for selection is the date of application - first come, first served.

1. Average time to obtain an Associate of Arts Degree:

In order to obtain this information a random selection was taken from 100 graduates. Date of entry was compared with date of graduation and an actual count was made of the number of semesters to time of graduation and the cumulative total of hours earned at the time of graduation. It must be recognized that a student might take two semesters in one year, wait out two years before taking one semester, then another year before taking the final semester. In such a case the total number of semesters to obtain a degree would be the same four as if he had taken all four in succession. The question was one of semesters, not calendar years.

Average Semesters = 5.629
Average Hours at Graduation = 64.237

2. Percentage and number of AA graduates who continued to a state university:

It was assumed that state university was restricted to Florida. Once again, these were data which we did not have, so a survey was conducted. During the past two years we have awarded 702 AA Degrees. Every seventh graduate was selected which provided us with a sample population of 100. Permanent record cards were checked and if the student had requested that a transcript be sent to a state university in Florida, he was assumed to have gone to that university. (Since it is quite possible that some were not accepted, or chose not to attend after having a transcript, it is safe to assume that the percentage in attendance would be about 90% of those obtaining a transcript. We have no evidence to support our assumption other than subjective experiences.)

Sample Population = 100
Transcripts Requested for State University System = 77

FSU	= 62
UF	= 5
USF	= 4
FTU	= 2
FAU	= 1
UNF	= 1
UWF	= 1
FIU	= 1
FAMU	= 0

Other Institutions of Higher Education = 8
(Includes one each of Lake City and Pensacola CCs)
No Transcripts Requested = 15

3. Enrollment Limitations (See Attachment A to Enclosure 2)

CRITERIA USED BY THE SELECTIONS COMMITTEE IN CHOOSING THE NURSING CLASS FROM THE POOL OF APPLICANTS:

1. Applicants are expected to meet the minimum scores of a verbal of 40 and a quantitative of 50 on the SCAT test.

2. Applicants are expected to achieve average or above on the GATB test.

3. Applicants are expected to have achieved a "C" or above average in both high school work and in previous college work.

4. Applicants are expected to have satisfactory dental and physical reports. If the dental report is not satisfactory there should be evidence that corrective work is in progress.

5. Applicants are expected to have two or three (three are requested) letters of reference which are favorable to the applicant. Particular attention is paid to those letters of reference which speak to positive performance in health-related occupations.

6. Applicants are expected to have completed high school or college biology. If the applicant has completed high school or college chemistry that is considered a favorable factor.

7. If the applicant has completed with "C" or above grades various courses included in the nursing curriculum (the non-nursing prefixed courses) that is considered a favorable factor.

8. Applicants are expected to have completed all procedures for consideration by the Selections Committee in a manner that demonstrates responsibility on the part of the applicant.

9. A positive, or at least a neutral, impact in the interview is a favorable factor for the applicant.

10. Where there is no difference in the qualifications of applicants, equal access to all applicants shall be adhered to without regard to race, sex, age or national origin.

11. Qualified applicants from within the College district--Leon, Gadsden and Wakulla Counties--shall be given priority. Where there are not sufficient qualified applicants from within the district, Florida residents shall have priority over out of state applicants.

12. Where there are more qualified applicants from the Community College District than can be admitted, such factors as inclusion of a broad age span, pulling in recent high school graduates, as well as allowing an opportunity for older applicants (as long as there seems to be sufficient health and vigor to enable

the applicant to succeed in the rigorous program and sufficient time to practice in the nursing field to justify the program expenditure on that student) shall be considered.

13. Any reliable information which is available to members of the Committee which speaks to the chances of success in the program and in the nursing field is considered in assessing the applicant.

14. An extremely favorable factor, which is deemed important, sometimes offsets deficiency in another factor. For instance, though an applicant's scores might not be extremely high, a demonstrated ability to earn a good grade point average in college-level work could help considerably to offset the impact of the scores.

15. Where all other factors would seem to be comparable, testing scores would weigh heavily in the choice between one applicant over another.

Similar criteria used in the Radiologic Technology Program.

tallahassee community college

November 19, 1975

MEMORANDUM

TO: Mrs. Binger, Applied Science Division

FROM: Archie B. Johnston, Director, Institutional Research

SUBJECT: Student Evaluation of Faculty Members

Student evaluation of faculty members was conducted during the second week of November, 1975, for the first time in the history of Tallahassee Community College. Students were asked to rate faculty members in eleven different categories based on a scale from one, as low, to five, as high, and they were encouraged to write any comments they desired on the back of the rating card. These cards were machine read and entered electronically into the computer where average ratings were determined for each teacher in each of the eleven areas and, also, an overall rating.

Attached to this memo are the evaluation sheets for each of the teachers in your division. There is an evaluation for each class which the teacher taught and a total evaluation which is the sum of the ratings of all the classes taught by that teacher. The individual cards, which are associated with these student ratings, are available and will be returned to you upon your request.

Teachers were segregated into categories of part-time and full-time, so each division will receive the average rating for their full-time teachers, part-time teachers and a total rating.

Scores for your division are as follows:

	Full-Time		Part-Time		Total	
	N	$\overline{X}$	N	$\overline{X}$	N	$\overline{X}$
Division IV	17	4.436	12	4.214	29	4.374
College-Wide	66	4.237	38	4.254	104	4.239

ABJ:kaw

Enclosures

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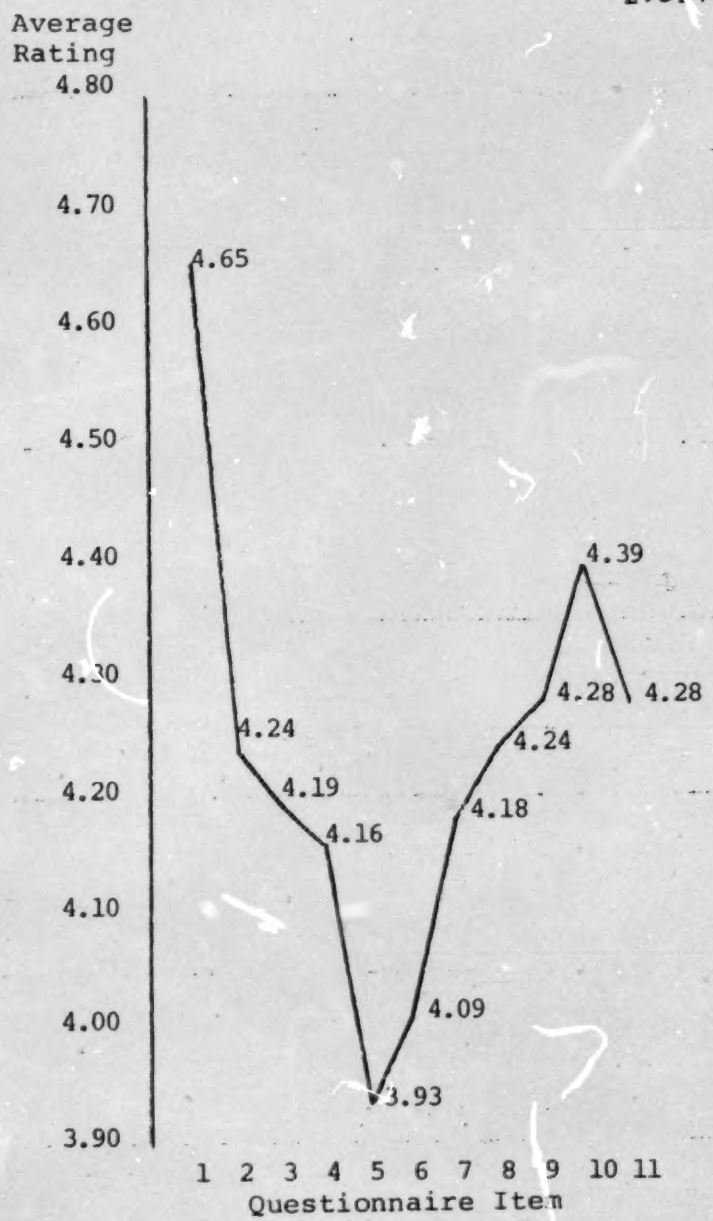
Results of Teacher Evaluation - Fall 1975

********** TOTALS FOR COLLEGE 6565 STUDENT

01	4782	1301	315	62	33	72	30216	6493	4.654
02	3385	1825	862	265	145	83	27486	6482	4.240
03	3250	1817	895	350	153	100	27056	6465	4.185
04	3123	1854	916	326	184	162	26615	6403	4.157
05	2553	1906	1245	454	275	132	25307	6433	3.934
06	2823	1975	1058	341	167	201	26038	6364	4.091
07	3273	1679	840	354	193	226	26502	6339	4.181
08	3378	1670	820	267	163	267	26727	6298	4.244
09	3532	1633	746	261	160	233	27112	6332	4.282
10	3819	1496	655	200	113	282	27557	6283	4.386
11	3377	1931	794	217	108	138	27533	6427	4.284
						298	49	70319	4.2399



Mean = 4.2399
Median = 4.24
Mode = 4.24 & 4.28

tallahassee community college

MEMORANDUM

December 8, 1975

TO: Mr. Larry Amuso, Chairman, Academic Admissions Committee
FROM: Archie B. Johnston, Director of Institutional Research
SUBJECT: Community College Withdrawl Rates

Several months ago I was requested by your committee to obtain a comparison of the rate of student withdrawl from classes at this college and other public community colleges in Florida. Early in October I sent a survey to the remaining 27 public community colleges and to date have received eight replies. I do not believe that other replies will be forthcoming without instituting a follow-up system and such action is not considered economical.

The overall average withdrawl rate of the eight colleges, including TCC, is 14.38% compared with TCC's rate of 15.00% so it may be concluded that our rate of student class withdrawls is average.

WITHDRAWLS AS A PERCENT OF TOTAL NUMBER OF GRADES AWARDED

Community College	1970-71	1971-72	1972-73	1973-74	1974-75	Overall Average
1	6.60	8.30	8.80	8.20	8.80	8.14
2	22.78	22.60	20.16	20.45	19.26	21.05
3	10.00	9.00	11.00	10.00	9.00	9.80
4	14.30	15.20	13.30	20.60	10.50*	14.78
5	12.20	11.30	9.90	10.00	9.20	10.52
6	13.11	15.25	14.05	14.66	--.--	14.27
7	24.90	20.50	21.10	19.20	20.20	21.18
8	Study under consideration - no valid data available					
TCC	15.00	16.50	17.20	13.90	12.40	15.00
Annual Average	14.86	14.83	14.44	14.53	12.77	14.34

* Instituted system of non-punative grade (NP) not included in W percentage

--.-- Valid data not yet available for this year

Other Community Colleges:
Several of the community colleges reporting in response to our request included rather comprehensive analyses of their awarded grades: Florida Community College in Jacksonville and Polk Community College were particularily impressive. Brevard Community College has a withdrawl study under consideration for 1975-76 and Lake Sumter sent a copy of their prospectus for an attrition/retention study scheduled for completion at the end of Term II, 1976.

As one might expect, withdrawls are controlled differently at different colleges and use of the W grade by students is likewise influenced by the presence or absence of a punative (F for failing) grading system. At TCC, as at several other colleges, a student may withdraw at any time prior to the end of the final examination period or the instructor may withdraw him earlier in the term for excessive absence. Failing any overt actions for withdrawl and although he may never attend class, the student may remain on the class roll and receive a non-punative grade of N which does not count for or against his grade-point-average or adversely affect his progress through college by any means other than lengthening his stay.

Our college has discontinued the award of F (Failing) or U (Unsatisfactory) grades so a student faced with failing a class may elect to select a W, thus increasing the college Withdrawl rate or may not bother to go through the administrative process of withdrawing from class or college but will accept an N grade which does not increase the Withdrawl rate of the college concerned. Future studies of the problem of class withdrawls should include a review of the college philosophy with regard to punative or non-punative grading systems.

Outside Florida:
That the problem of withdrawing from classes is widespread is evidenced by the number of studies on this subject. In February 1974, the University of Washington (UW) produced an excellent study entitled, "Why Do UW Students Withdraw From Classes?" Their Educational Assessments Center undertook the study when it was noted their withdrawl rate had increased from 3.5% of the undergraduate grades in Fall 1964 to 7% in the Spring of 1973.

The UW study (Copy available from this office) concluded that the most frequently expressed reason for withdrawl was by the student having too heavy a class load. "The one enduring problem which students appear to to learn how to avoid is taking too heavy a class load." It is also noteworthy, "...withdrawers were carrying a median credit load of 15.2 hours compared with 14.3 for the whole university." He also found that 61% of the withdrawers had dropped courses previously.

The cover summary for the UW study states, "Students withdrawing from class at UW, Spring 1973, were surveyed to determine the dynamics of the withdrawl process. They were motivated typically by too heavy a course load, which, however, was not acted upon until the last two weeks of the quarter. Juniors withdrew more often than other study groups. Although typically, students remained in class long after they were aware of a problem, less than half took any steps to solve it before dropping." Sounds familiar, doesn't it?

Implications:
The problem of class withdrawls will be brought into sharper focus as each college must develop enrollment priorities to cope with enrollment caps. Not only does the

student who drops a class lose time and money, he also may have deprived another student, who might have succeeded, an opportunity for enrollment in that class. Of like consideration is the fact that withdrawls cost the college proportionately in instructional costs lost. If we have expended $1010 per FTE student, then when a student drops a 3 hour class we have spent $202 (3/15 = 20% x $1010 = $202) with no tangible results. We may have to consider a history of withdrawls as one of the negative elements in enrollment priorities in order to provide educational opportunities to those students most likely to succeed.

Summary:
The Withdrawl rate at Tallahassee Community College is average when compared with the other public community colleges in Florida who responded to our survey. Future studies on this subject should include considerations of the total punative or non-punative grading system in use by each college. This subject is one of growing concern to both the student who is attempting to complete his college education and to the college which is being increasingly called upon to produce more for the educational dollar expended. Continued emphasis should be placed upon seeking every means possible to reduce the rate of student withdrawls from either an individual class or from the college in its entirety.

cc: Cooperating Community Colleges
Dean of Instruction

tallahassee community college

MEMORANDUM

December 18, 1975

TO: Students, Faculty and Staff
FROM: Archie B. Johnston, Director of Institutional Research
SUBJECT: Student Characteristics - Age

Recently, there have been a number of statements to the effect that our college population was growing older. When one mentioned that the average age was nearly 30, this office decided to investigate our student body. Data were collected from the Fall Semester, 1975, student body.

Part of the problem lies with the definition(s) of "average" as there are three averages in general use. Usually, the term refers to the Mean which is obtained by adding together all of the values and dividing them by the number of values, e.g., in the series of numbers 2, 2, 5, 7 and 8, the mean is 4.8 (2+2+5+7+8 = 24 and 24/5 = 4.8) the median or central value is 5 (2,2,5,7,8) and the mode or most numerous is 2 (2,2,5,7,8). Each type of average has its on particular use.

An excellent example of how different conclusions may be drawn from the same data may be seen when we examine the age groupings of our men and women during the Fall, 1975, term. Men comprised 49% of our student body with women in the majority (51%). We can say that the women were older than the men since the average (mean) age of women was 24.02 years compared with men who were only 23.83 years old. However, the average (median) age of the women was only 21, compared with the men whose median age was 22. Your chances for guessing the age of either would have to drop a few years, as the average (mode) age of women was 18 compared with that of 19 for men.

Data were also derived for a number of categories and they are shown on the attached chart. Age groupings become more divergent when they are examined by programs. These students seeking an Associate in Arts Degree range from 16 to 71 years, while those in the Associate in Applied Science program range from 17 to 54. The oldest groups are those who are in non-degree and certificate programs although their range of 17 to 69 is smaller than the AA group. The average (mean) age by programs is 23.10 for AA, 23.88 for AAS and 30.13 for non-degree and certificate programs. A considerable difference between degree and non-degree student populations.

ABJ:kaw

Enclosure (Chart)

444 appleyard drive • tallahassee, florida • 32304

Tallahassee Community College
Student Ages - Fall 1975

	Part Time	Full Time	Total College	Men White	Men Black	Men Total*	Women White	Women Black	Women Total*	Programs AA	Programs AAS	Programs Other**
Mean	26.58	21.72	23.95	23.81	24.19	23.83	24.25	22.29	24.02	23.10	23.88	30.13
Median	24	20	21	20	24	22	21	20	21	21	21	27
Mode	19	18	18	19	18	19	18	18	18	18	18	25
Youngest	16	16	16	16	17	16	16	18	16	16	17	17
Oldest	69	71	71	71	51	71	69	51	69	71	54	69

* Includes American Indians, Orientals and Hispanic
** Includes Certificate, Teacher Recertification and Non-credit programs

Percent of total by Age:

16	Only 3 students were 16 years of age											
17	2	2	2	1	1	1	3	0	3	2	2	1
18	8	21	15	13	12	13	16	25	17	16	17	4
19	8	20	15	15	7	14	15	20	16	16	16	5
20	8	14	11	12	8	11	10	18	11	12	10	5
21	8	10	9	9	9	9	9	7	9	10	7	6
22	7	6	6	7	6	7	6	4	6	7	6	6
23	5	5	5	6	6	6	4	1	4	5	3	5
24	5	4	4	4	10	5	4	2	4	4	5	3
25	6	3	5	5	7	5	4	2	4	4	4	8
26	4	3	4	4	10	5	3	4	3	3	5	3
27	5	2	3	4	5	4	3	2	3	3	3	5
28	5	2	3	4	3	4	3	2	3	3	3	5
29	3	2	2	2	3	2	2	2	2	2	2	2
30	2	1	2	2	1	2	2	1	2	2	2	4
31-35	12	3	7	6	8	6	8	7	8	5	9	17
36-40	5	1	3	2	1	2	4	2	4	2	3	7
41-45	2	1	2	1	2	1	2	1	2	1	2	4
46-50	3	0	1	1	0	1	2	1	2	1	2	3
51-55	1	0	1	1	1	1	1	1	1	0	0	3
56-60	1	0	0	0	0	0	0	0	0	0	0	2
61-65	0	0	0	0	0	0	0	0	0	0	0	2
66 - older	Only 2 students were 66 years of age or older											

tallahassee community college

MEMORANDUM

December 29, 1975

TO: Mrs. Marie Bruner, Chairman, Nursing Program

FROM: Archie B. Johnston, Director, Institutional Research

SUBJECT: Analyses of Nursing Program Scores

As a follow-up of our conversation on December 19, 1975, I have begun making a research design for a Multiple Analysis of Variances in an attempt to determine the validity of certain factors as predictors of success in the TCC Registered Nursing program.

Please check the list of items below to be certain that we have covered all the scores you deem appropriate. There are too many items so please eliminate the one(s) you considered to be of least importance. The total number of punched card spaces is limited to 80, so eight spaces must be dropped. Please line out the one(s) you can do without and return the list to me.

Punched Card Layout:

Card Column	Data Item
1-15	Name, Last
16-24	Name, First
25	Initial
26-34	Student Number
35	Six (1=Male, 2=Female)
36	Race (1=White, 2=Black, 3=Asian, 4=Hispanic, 5=Amer. Indian)
37-38	Age (Nearest fullyear)
39-41	Florida Twelfth Grade Test Score
42-43	SCAT Q
44-45	SCAT V
46-48	GATB (General Intelligence)
49-50	GATB (Numerical)
51-53	GATB (Clerical Perception)
54-55	GATB (Motor Coordination)
56-57	Matheratics Test
58-60	TCC Total Credit Hours To-Date

61-63	TCC Grade Point Average
64-65	TCC Nursing Hours To-Date
66-68	TCC Nursing Courses Grade Point Average
69	Nursing Program Progress (1=Pass, 2=Fail, 3=Withdrew)
70-72	State Board Examination (Medical)
73-75	State Board Examination (Surgical)
76-78	State Board Examination (Pediatrics)
79-81	State Board Examination (Psychology)
82-84	State Board Examination (Obstetrical)
85	State Board Examination Final Result (1=Pass, 2=Fail)
86-88	Term and Year of Graduation or Scheduled Graduation

kaw

UNIVERSITY OF CALIF.
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